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ABSTRACT

This bibliography is a 3-year supplement to the first bibliography of ERIC Digest resumes published in April 1993 and covering ERIC Digest production through March 1993. Included in this supplement are resumes for all digests entered into the ERIC database for the April 1993 through March 1996 issues of Resources in Education (RIE), a total of 429 digests. A statistical summary provides data on ERIC Digests by Clearinghouse and by year of announcement. The digest resumes are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendices contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference #6); (2) a complete alphabetical list of ERIC Digests (ERIC Ready Reference #10A); (3) a complete list of ERIC Digests by clearinghouse (Ready Reference #10B); and (4) an accession number list of 1,507 digests (78% of total) currently available in full text via online and CD-ROM systems. (Author/AEF)

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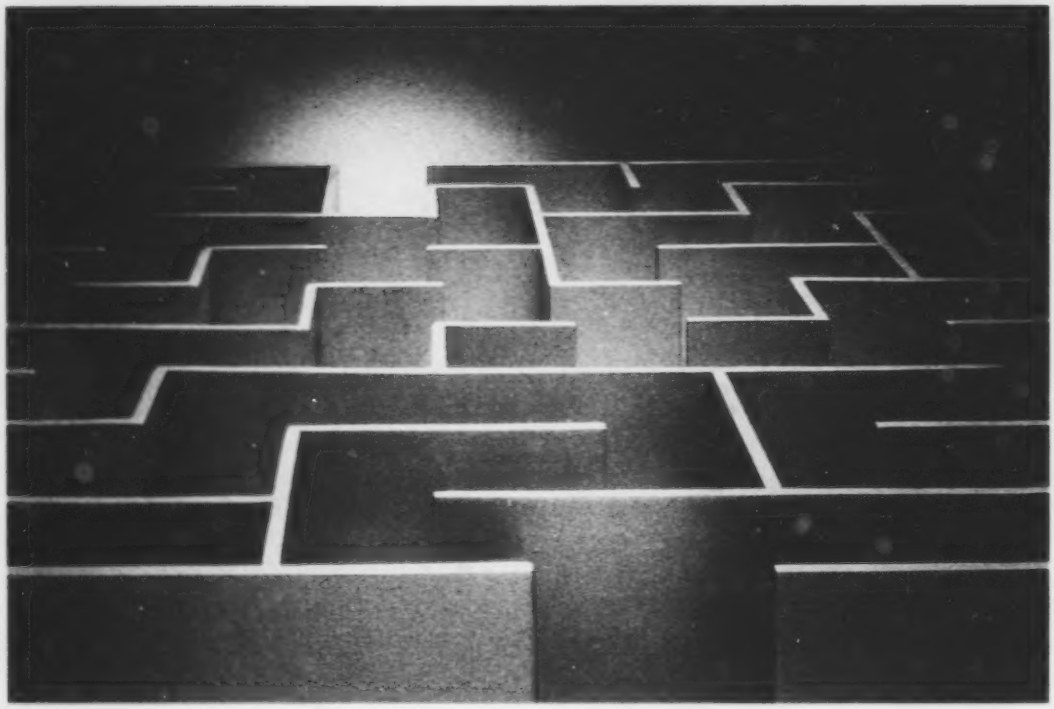
ED 395 589

ERIC DIGESTS

An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database April 1993 - March 1996



Compiled and Edited by
Elizabeth Pugh
Ted Brandhorst
(ERIC Processing and Reference Facility)

April 1996

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Compiled and Edited by
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This publication was prepared by Computer Sciences Corporation, System Sciences Division, under contract RR94002001 with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), for the operation of the ERIC Processing and Reference Facility. The contents of this publication do not necessarily reflect official OERI policy.

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I. Introduction

ERIC Digests are:

- ✓ *short reports (1000-1500 words on one or two pages) on topics of prime current interest in education.*
- ✓ *targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community.*
- ✓ *designed to provide an overview of information on a given topic, plus references to items providing more detailed information.*
- ✓ *produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field.*
- ✓ *funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education.*
- ✓ *available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover).*

Although there were precursors in 1981-1983, historically ERIC Digests began to emerge seriously in 1984 as one of the most desirable and popular publication products of the ERIC Clearinghouses. In the early period, there had been several names in vogue for the brief two-page documents that users were beginning to ask for in such quantities, e.g., **Short Reports**, **Fact Sheets**, **Q&A**, **Summaries**, etc. In order to avoid confusion, the ERIC components finally agreed to use the standard designation **Digest** for these 1-2 page documents.

Initially, Digests were not entered into the ERIC database because it was not the usual practice to select such brief one-page documents for the database. However, the popularity of Digests quickly led to an exception being made in their case. Today, all ERIC Digests are routinely entered into the ERIC database and their full text collected for the ERIC Digests Online (EDO) file. Before such processing became routine, however, there were 156 Digests produced in the early years which had time to become dated or obsolete and which, therefore, have not been retrospectively added to the database. These Digests are listed in Ready Reference #10 (without ED numbers), but do not have resumes in the ERIC database, do not have ED accession numbers, and do not appear in this bibliography.

This bibliography is a three-year supplement to the main bibliography of the same name published in April 1993 and covering Digest production through March 1993 (see ED 358 864). This supplement contains resumes for all Digests entered into the ERIC database for the April 1993 — March 1996 issues of *Resources in Education* (RIE), a total of 439 Digests. A statistical summary following this Introduction provides data on ERIC Digests by Clearinghouse and by year of announcement. The Digest resumes are sorted in descending order by ED number, thereby placing the most recent items first and the oldest last. Approximately 150 new Digests are now produced each year by the ERIC Clearinghouses.

Ready Reference #10, which is periodically updated, provides a primary alphabetic list of Digest titles (Ready Reference #10A) and a secondary list of these same titles arranged by Clearinghouse (Ready Reference #10B). (See Appendixes B and C, respectively.)

The last attachment is a list of 1,507 Digests (78% of total) whose full text is available online and via CD-ROM systems. (See Appendix D.)

II. Statistical Summary

A. This Supplement (April 1993 - March 1996; N = 439)

ERIC Digests (By Clearinghouse)	
Clearinghouse Prefix	**April 1993 - March 1996 (3 Years)**
CE	34
CG	33
CS	28
EA	23
EC	28
FL	55
HE	19
IR	24
JC	24
PS	38
RC	26
SE	21
SO	22
SP	17
TM	20
UD	27
TOTAL DIGESTS	**439**

ERIC Digests (By Year of Announcement)	
Year of Announcement in RIE	**Digests Announced in RIE During Period**
1993[1] (Apr -Dec)	120
1994	147
1995	140
1996 (Jan-Mar)	32
TOTAL DIGESTS	**439**

B. Total ERIC Digests (1981 - March 1996; N = 1,936) (as listed in ERIC Ready Reference #10)

ERIC Digests announced in RIE (with ED#)[2]:	1,761
ERIC Digests in Process at Press Time: (with CH#, will receive ED#)	19
ERIC Digests not in ERIC Database: (dated or obsolete; no ED #)	156
TOTAL DIGESTS	**1,936**

[1] 40 digests were announced in the first quarter of 1993 (and appeared in the main bibliography). 120 Digests were announced in the remainder of 1993. (and appear in this supplement), for a total of 160 digests for all of 1993.

[2] 10 items appear ***only*** in the collection ED 298 407; 5 items appear ***only*** in the collection ED 252 693.

Document Resumes

ED 388 492 RC 020 351

St. Germaine, Richard

Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-1

Pub Date—Nov 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Cultural Differences, *Culturally Relevant Education, *Culture Conflict, *Educational Strategies, Elementary Secondary Education, *Potential Dropouts, *School Community Relationship

Identifiers—*Discontinuity, ERIC Digests

American Indian and Alaska Native (AI/AN) students regularly face obstacles during the transition to high school and have the highest dropout rate of all U.S. racial and ethnic groups. Educational theorists and researchers have various explanations for this high failure rate, each with its own prescriptions. These explanations include: (1) deficit theory focused on presumed "deficits" of individuals and families; (2) organizational theories focused on structure and practices of schools and school systems; (3) critical theory, emphasizing powerful economic and political structures that create winners and losers; (4) sociolinguistics, examining miscommunication between students and teachers from different cultures; and (5) cultural difference theories that focus on teacher adaptations of curriculum and methods to student needs. The idea of cultural discontinuity between home (or community) and school contains elements of the latter two explanations, and suggests that minority group children may have to choose between school and home cultures. School failure may be actively pursued in order to preserve the student's culture of origin. Two case studies contrast the failure of Canadian Sioux students who transferred from a reservation school to a city high school, with the success of Alaska Native students in small village high schools. Addressing discontinuity via culturally relevant curriculum is only a partial solution. Other concerns for AI/AN students are large schools, uncaring or untrained faculty, passive teaching methods, inappropriate testing, student retention, tracking, lack of parental involvement, and high transfer rate between schools. (SV)

ED 388 491 RC 020 350

Menchaca, Velma D. Ruiz-Escalante, Jose A.

Instructional Strategies for Migrant Students. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-10

Pub Date—Oct 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Culturally Relevant Education, *Educational Environment, *Educational Strategies, Elementary Secondary Education, *Learning Strategies, Metacognition, *Migrant Education, Self Concept

Identifiers—ERIC Digests

Children of migrant farmworkers spend parts of each school year in different communities across the country; some children migrate back and forth between schools in Mexico and the United States. The hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, opportunities to learn and develop new strategies. This digest offers research-based guidance to teachers, to help them use effective instructional strategies that build on the strengths migrant children bring to the classroom. The strategies are: (1) create a positive supportive environment that fosters a sense of safety and trust; (2) build on migrant students' strengths, experiences, and knowledge; (3) enhance self-concept and self-esteem through activities and assignments that allow for real success or that develop coping skills; (4) personalize lessons with students' life experiences; (5) integrate culturally relevant content that encourages positive ethnic affiliation; (6) use cooperative learning, which lowers anxiety levels and increases students' motivation and feelings of empowerment; and (7) develop students' metacognitive learning strategies to help them become independent learners. Contains 20 references. (SV)

ED 388 490 RC 020 349

Ortiz, Flora Ida

Mexican American Women: Schooling, Work, and Family. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-9

Pub Date—Oct 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free)

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Attainment, Elementary Secondary Education, Employed Women, *Employment, *Females, Higher Education, *Mexican American Education, *Mexican Americans, Mothers, Role Conflict, *Sex Role, Socioeconomic Status, Womens Education

Identifiers—Chicanas, ERIC Digests

This digest examines the interdependence of schooling, work, and family in the lives of Mexican American women. Mexican Americans have lower educational achievement than other Hispanic subgroups and the total U.S. population, although females do somewhat better than males. Hispanic students are overrepresented in classes for special education, English as a Second Language, and bilingual education, and underrepresented in gifted classes. However, Hispanic students' representation in such classes and the nature of their school experiences in general have been shown to be influenced by the relative proportions of ethnic groups in the school, by Hispanics' relative socioeconomic status (SES), and by Hispanic representation on school board and faculty. Since most Mexican American women live in low-SES communities, their school experiences are likely to be negative. Nevertheless, Chicanas have recently shown some improvement in rates of higher education enrollment and completion. In 1993, about half of Mexican American females were in the labor force, located primarily in low-paying jobs with poor or inadequate working conditions and little job security. Mexican American culture does not value women's success in the labor market; working-class women are more likely than professionals to accept such cultural values. Many Chicanas describe high levels of ambivalence and stress over conflicts between motherhood and employment, and inadequate income and cycles of unemployment add to psychological distress. (SV)

ED 388 489 RC 020 348

Chavkin, Nancy Feyl Gonzalez, Dora Lara

Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-8

Pub Date—Oct 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348,

Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Family Involvement, Family Programs, *Intercultural Communication, Intergenerational Programs, *Mexican American Education, Mexican Americans, *Outreach Programs, Parent Education, *Parent Participation, *Parent School Relationship, Partnerships in Education
Identifiers—Barriers to Participation, ERIC Digests, *Hispanic American Students, Parent Empowerment
This digest examines barriers to parent participation in the education of Mexican American students, and successful programs and strategies for overcoming those barriers. Research has found family participation in education to be twice as predictive of academic achievement as family socioeconomic status. Mexican American parents care about their children's education but may not be involved in it because they believe the roles of home and school are sharply delineated and they respect the teacher's role. Other barriers to parent participation include a negative view of the school system, past negative experiences with education, and language barriers. Schools can open the doors to more parental involvement through culturally sensitive outreach efforts such as bilingual communication between school and home, home visits, informal parent-organized meetings at a neutral community site, and, in general, a personal approach. Examples of successful family programs and activities include an intergenerational literacy program, informal education on family functioning and child development, after-school and summer classes, parenting training, advocacy training, mother-daughter career programs, and empowerment programs. Partnerships between families and schools involve continuous two-way communication and shared responsibility for educational outcomes. The attitudes and practices of teachers and principals made a difference in the amount of parental involvement and in the achievement of students. Training can help faculty and family members take on the new roles needed for effective partnerships. (SV)

ED 388 351 JC 950 536
Cohen, Arthur M.
Projecting the Future of Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-96-01
Pub Date—Dec 95
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Educational Change, *Educational Finance, Educational Supply, *Educational Trends, Enrollment Trends, Futures (of Society), Governance, *Government School Relationship, Institutional Characteristics, *Institutional Mission, State Regulation, *Trend Analysis, Two Year Colleges
Identifiers—ERIC Digests
Projecting the future for U.S. community colleges into the early 21st century involves projecting the future for the United States in general. Based on trend data, it can be expected that the number of community colleges will not change, except to the extent that public universities organize additional two-year branch campuses or community colleges upgrade satellite centers to full campus status. Their mission will not change either, as their role in career, collegiate, developmental, and continuing education has become well accepted by the public and by state-level coordinating and funding agencies. Increases in community college enrollments will cause the number of associate degrees awarded to increase at a faster rate than currently as strengthened matriculation and attendance requirements reduce the percentage of casual attendees. These increases will also result in a slow increase in the number of faculty, although the ratio of part- to full-time faculty will remain stable at 40 to 60. In terms of governance, the trend toward greater state-level coordination will continue at a relatively slow pace. Finally, because capital funds will be in short supply and states will be unlikely to increase allocations to community colleges by more than a couple of percentage points each year, colleges will increasingly find outside sources for funding. The prognosis for the collegiate curriculum is good. The linkage aspect of the collegiate function, centering on preparing students to enter junior-level programs leading to bachelor's degrees in health fields, business, technologies and the professions will thrive. (Contains 11 references.) (MAB)

ED 387 794 CS 214 999
Buck, Harold K., Jr.
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-07
Pub Date—95
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College English, Cultural Context, English Curriculum, Higher Education, *Language Role, *Literary Criticism, *Reader Response, *Reader Text Relationship, Writing Instruction
Identifiers—Deconstruction, ERIC Digests, Historical Background, *Literary Theory, Postmodernism, *Poststructuralism, Response to Literature, Structuralism, Theory Development
This digest provides a historical review of some current literary theories and practices which developed from contemporary philosophy. Structuralism, associated with Ferdinand de Saussure and Claude Levi-Strauss, with a seemingly scientific view of language and culture posited a systemic "center" that organized and sustained an entire structure. The historic attack against this central premise of structuralism is usually traced to a paper entitled "Structure, Sign and Play in the Discourse of the Human Sciences," delivered by Jacques Derrida in 1966. Derrida criticized the Western "logocentric" notion of an ever-active transcendent center or ground. Poststructuralism is generally considered to include three main features: the primacy of theory; the decentering of the subject; and the fundamental importance of the reader. Following is a discussion on: (1) How has poststructuralism as a theory affected English classroom practices in the teaching of literature? and (2) How has poststructuralism affected the teaching of writing? Contains 15 references. (NKA)

ED 387 709 CG 025 951
Schafer, William D.
Assessment Skills for School Counselors. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-2
Pub Date—95
Contract—RR93002004
Note—4p.
Available from—ERIC/CASS, School of Education, 101 Park Bldg., University of North Carolina at Greensboro, Greensboro, NC 27412-5001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Evaluation, *Educational Testing, Elementary Secondary Education, Evaluation, Evaluation Methods, *Evaluation Needs, Evaluation Problems, Evaluation Research, *Information Skills, *School Counselors, Standards, Testing, Test Interpretation, Test Use
Identifiers—ERIC Digests
The purpose of this digest is to describe school counselors' roles in the area of assessment through an historical review of testing in counseling, and to report on study findings regarding roles employers require school counselors to perform. Knowledge needed by counselors to obtain evidence, evaluate its usefulness, and interpret its meaning have long been and continue to be debated. in the 1960s tests were viewed positively, but by the 1970s it was felt that "the marriage between tests and counseling had failed." The negative consequences of "labeling" were emphasized. However, assessment has remained commonplace in schools and, particularly in vocational guidance, used principally as a guide for professionals to seek additional information for decision making. The job role expectations of counselors can be divided into six areas: (1) counseling (individual and group); (2) pupil assessment; (3) consultation; (4) acting as information officer; (5) acting as school program facilitator; and (6) research and evaluation. Each of these have assessment-intensive aspects such as test interpretation, test development, evaluation of programs, consulting, and research. Thus, the assessment skills counselors need include: doing pupil assessment, doing program evaluation, and using basic research. Contains eight references. (JBJ)

ED 387 708 CG 025 950
Impara, James C.
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-1
Pub Date—95
Contract—RR93002004
Note—3p.
Available from—ERIC/CASS, School of Education, 101 Park Bldg., University of North Carolina at Greensboro, Greensboro, NC 27412-5001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Evaluation, Counselor Evaluation, Elementary Secondary Education, *Evaluation, *Evaluation Research, *Information Skills, Principals, Professional Associations, Professional Development, Self Evaluation (Individuals), *Standards, Teacher Evaluation
Identifiers—ERIC Digests
Many educational professionals have some knowledge of assessment practices, ranging from principles of test development and use to the practices associated with the use and interpretation of standardized and teacher-made tests. The skill levels associated with many important student assessment principles are, however, not consistent with the Standards adopted by professional organizations. Various standards that have been developed and endorsed by professional associations in education are important documents and they provide excellent guides for the professional development of educators who work with assessment issues on a regular basis. Assessment skills and knowledge of counselors, principals, and teachers are lacking in some important areas while in other important areas these educational professionals are highly skilled and knowledgeable. Contains 11 references. (JBJ)

ED 387 483 SP 036 281
Summerfield, Liane M.
National Standards for School Health Education. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-94-5
Pub Date—Oct 95
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, *Comprehensive School Health Education, Curriculum Design, *Educational Practices, *Educational Principles, Elementary Secondary Education, Health Education, Health Promotion, Preservice Teacher Education, Teacher Education
Identifiers—Centers for Disease Control GA, ERIC Digests, *National Standards
The Centers for Disease Control and Prevention (CDC) find that most major health problems in the United States today are caused by six categories of behavior. Comprehensive school health education programs represent one effective way of providing students with the knowledge and skills to prevent health-impairing impairing behaviors. The purpose of this Digest is to assist schools in developing and evaluating comprehensive health education and to lay a framework for local school boards to use in determining the content of health curricula in their

communities. This digest provides a discussion of: (1) research on the ability of health instruction to change children's health status; (2) broad standards that promote health literacy developed by the Joint Committee for National School Health Education Standards (1995), emphasizing the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health; (3) health curriculum content; (4) teaching practices that develop health knowledge, attitudes, and skills; and (5) implications for teacher education. Sources of additional information on health curricula are included. (Contains 11 references.) (LL)

ED 387 456 SP 036 226

Gerard, Kathryn L.

Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-4

Pub Date—Sep 95

Contract—RR93002015

Note—4p.

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, Demonstration Programs, Educational Needs, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Instructional Materials, *Preservice Teacher Education, Training Methods

Identifiers—ERIC Digests

Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and cooperatively outside the traditional disciplinary procedures. This digest discusses several approaches, both inservice and preservice, to preparing teachers to play a role in conflict resolution within schools and identifies problematic issues related to this preparation such as principal's leadership, targeted follow-up support to teachers, the fit (or lack of it) between program demands and resources, and the need for systemic, school-wide change versus individual classroom change. Although educators primarily learn about conflict resolution on their own or through staff development programs, this paper encourages substantial training. The inclusion of conflict resolution curriculums within preservice and graduate education programs has found its way into schools and departments of education in a variety of ways. For example, the National Association for Mediation in Education (NAME) and the National Institute for Dispute Resolution (NIDR) initiated the Conflict Resolution in Teacher Education Project in 1993. That project brought 11 colleges and universities together in a pilot program with experts in prejudice reduction, conflict resolution, multiculturalism, and teacher education. Two resources for additional information are listed. (Contains 20 references.) (LL)

ED 387 431 SO 025 457

Pereira, Carolyn

Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-95-5

Pub Date—Sep 95

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civics, *Conflict, *Conflict Resolution, Crime, Decision Making, Delinquency, Elementary Secondary Education, Interpersonal Communication, *Juvenile Justice, *Law Related Education, Problem Solving, Social Control, Social Studies, *Violence, *Youth Problems

Identifiers—ERIC Digests

This digest addresses the topic of increasing violence among and against youth in society. The opening section "What Personal Qualities Are Associated with Reduction of Violence," identifies: (1) problem-solving and reasoning skills; (2) social capacities; and (3) a productive sense of purpose, independence, and power. The section "What Can Teachers and Parents Do to Foster Non-Violent Conflict Resolution?" suggests the following actions: (1) Expect children to achieve high standards; (2) Provide meaningful opportunities for participation; (3) Recognize positive accomplishments; and (4) Provide positive role models for children. Also discussed is how law-related education can address the problems of violence by and against youth. Contains 13 references. (EH)

ED 387 273 PS 023 792

Rutherford, Barry Billig, Shelley H.

Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-11

Pub Date—Oct 95

Contract—RR83002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Curriculum, *Family School Relationship, Intermediate Grades, Junior High Schools, *Middle Schools, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Participative Decision Making, Professional Development, *School Community Relationship

Identifiers—ERIC Digests, Middle School Students

From a synthesis of findings culled from a study that examined partnerships of families and communities with middle schools at multiple sites, researchers derived eight "lessons" that can help foster understanding of the nature of family-school partnerships in the middle grades. Researchers also elaborated implications of these lessons, which are highlighted by examples from specific middle schools. The lessons are: (1) the stakes are high and immediate for everyone in the middle grades, and schools can create programs that respond to the unique needs of middle-grade students and their parents; (2) challenges can become opportunities for parent and family involvement, implying that schools can make available specific educational opportunities geared to the interests of middle-grade families; (3) relationships are the essence of middle-grade family and community involvement, implying that schools can encourage direct contact between middle-grade families and teachers; (4) responsibility and decision making are shared by many individuals, including the child, implying that schools need to include families, teachers, and students in decisions about curriculum and instruction; (5) sustained parent, family, and community involvement depend on active advocacy by leaders, implying that schools need to look for a whole array of community connections and to use creative approaches in defining leadership and solving problems; (6) a system of supports for teachers and school staff is critical to parent and family involvement, implying that schools can provide professional development on promising practices and family involvement programs; (7) families need connections to the curriculum, implying that families need to create an environment that values achievement; and (8) schools need connections to the community, implying that schools need to seek opportunities to invite the community to participate in school activities. (BC)

ED 387 117 IR 017 344

Ely, Donald P.

The Field of Educational Technology: Update 1995–A Dozen Frequently Asked Questions. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-7

Pub Date—Sep 95

Contract—RR93002009

Note—5p.; Update of ED 366 330.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Resources, *Educational Technology, Employment Opportunities, Higher Education, Information Sources, Information Technology, *Intellectual Disciplines, Professional Associations, Scholarly Journals, Textbooks

Identifiers—ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (MAS)

ED 386 962 FL 801 078

Burt, Miriam Keenan, Fran

Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-08

Pub Date—Sep 95

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Criteria, Evaluation Methods, Language Skills, *Language Tests, *Literacy Education, Portfolios (Background Materials), Program Evaluation, Second Language Instruction, *Student Evaluation, *Testing

Identifiers—ERIC Digests

Learner assessment is conducted in adult basic education and adult English-as-a-Second-Language (ESL) educational programs for many reasons: to place learners at appropriate instructional levels; to measure ongoing progress; to qualify students for enrollment in academic or job training programs; to verify program effectiveness; and to demonstrate learner gains for continued program funding. Because of these multiple objectives, learner assessment involves a variety of instruments and procedures. In adult basic education, commercially available instruments predominate as assessment tools because they have construct validity and scoring reliability, are easy to administer to groups, require minimal teacher training, and are often stipulated by funding sources. Their use is problematic because they may not adequately assess individual learner strengths and weaknesses, especially at the lowest literacy skill levels. They also do not necessarily measure what has been learned in class or address learner goals. Alternative assessments (also known as classroom-based, authentic, or congruent assessment) such as surveys, interviews, checklists, observation measures, teacher-developed tests, learner self-assessment, portfolios and other performance samples, and performance-based tests, provide additional assessment flexibility. Other quantifiable indicators of learner progress include learner retention, learner promotion to more advanced instructional levels or jobs, and attainment of specific program goals. Less quantifiable learner outcomes include heightened self-esteem and increased participation in community, school, and church events. Contains 14 references and 4 resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 961 FL 801 077

Burt, Miriam Saccomano, Mark

Evaluating Workplace ESL Instructional Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-07

Pub Date—Sep 95

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Methods, Expectation, *In Plant Programs, Interviews, *Literacy Education, *Personnel Evaluation, Portfolios (Background Materials), Productivity, *Program Evaluation, Second Language Instruction

Identifiers—ERIC Digests, *Focus Groups Approach

With the increase in workplace English-as-a-Second-Language (ESL) literacy education programs, there is a need to assess whether the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. Such evaluations often use both qualitative and quantitative measures of program outcomes. Qualitative measures include focus groups and individual (stakeholder) interviews, workplace observations, and portfolios of learner classwork. Quantitative measures include commercially available tests, scaled performance ratings, and some program-developed assessment tools, such as portfolios. To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders (employers, labor unions, participants, teachers, funders) related to a single outcome and arrange them into matrices, organizing them thematically and enabling analysis of data across respondents. Two commercially available tests that are commonly used sources of quantitative data are the Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, and their reliability has been tested but they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks. Other issues surrounding evaluation of workplace ESL instruction are these: unrealistic stakeholder expectations; the need for additional, cross-cultural training in techniques for success in the American workplace; and inadequate funding. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 960 FL 801 076

Peyton, Joy Crandall, JoAnn

Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-06

Pub Date—Aug 95

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Competency Based Education, *Educational Philosophy, Educational Trends, *English (Second Language), *Language Experience Approach, *Literacy Education, Second Language Instruction, Student Developed Materials, Student Participation, Teaching Methods, Trend Analysis, *Whole Language Approach, Writing Instruction

Identifiers—ERIC Digests, Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described. A group of strategies developed by Paulo Freire are participatory or learner-centered, and revolve around the discussion of issues drawn from learners' real-life experiences. The Whole Language Approach, more than a specific method or collection of strategies, techniques, or materials is a perspective emphasizing the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read and write for and with each other, and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. In it, learner experiences are dictated, then transcribed and used as reading material. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learner writing and publishing. Most writing-based classrooms follow a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and support each other. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies expressed in terms of tasks. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 950 FL 023 267

Fostering Second Language Development in Young Children. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-02

Pub Date—Oct 95

Contract—RR93002010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Classroom Techniques, *Code Switching (Language), Cultural Awareness, Cultural Differences, *Cultural Traits, Educational Environment, Language Dominance, Language Processing, Language Research, *Language Role, Learning Processes, Linguistic Theory, Second Language Instruction, Second Language Learning, *Second Languages, *Young Children

Identifiers—ERIC Digests

This digest presents eight principles drawn from theory and research on second language acquisition and culturally sensitive instruction to guide teachers who work with linguistically and culturally diverse students. Each principle is accompanied by a brief explanation and suggestions for classroom techniques and activities. They are: (1) bilingualism is an asset and should be fostered; (2) there is an ebb and flow to children's bilingualism, and it is rare for both languages to be perfectly balanced; (3) there are culturally different patterns in language use; (4) for some bilingual children, code-switching is a normal language phenomenon; (5) children come to learn languages in many different ways; (6) language is used to communicate meaning; (7) language flourishes best in a language-rich environment; and (8) children should be encouraged to experiment with language. A brief bibliography is provided. (MSE)

ED 386 949 FL 023 266

Urzua, Carole

Cross-Age Tutoring in the Literacy Club. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-01

Pub Date—Sep 95

Contract—RR93002010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cross Age Teaching, Educational Strategies, Elementary Secondary Education, *English (Second Language), *Language Role, *Literacy Education, *Peer Teaching, Second Language Instruction, *Tutorial Programs

Identifiers—ERIC Digests

An elementary school program in which older children teach English literacy skills to younger children is described. The Literacy Club program, a regular class activity, matches older students whose native language is other than English (Rapid Readers) with younger students with the same native language (Little Readers) and involves the Rapid Readers in a variety of English literacy activities, including reading to the Little Readers, discussing readings with Little Readers in their native language, writing evaluative letters to their Little Readers, translating books into their native language, creating lesson plans, and discussing instructional problems with their Rapid Reader peers. The program is designed to provide instruction and encouragement to the younger children and to help the older children gain confidence, self-awareness, awareness of others, and organizational skills. The approach has been found to empower the older children in both personal and instructional areas. Even older students with limited English skills gained considerably in self-esteem, proficiency, and awareness of the literacy development process through the program. (MSE)

ED 386 832 EC 304 154

Tomlinson, Carol Ann

Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-6

Pub Date—Aug 95

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Cooperative Learning, Curriculum Development, *Educational Philosophy, *Educational Practices, Equal Education, Excellence in Education, Grouping (Instructional Purposes), Heterogeneous Grouping, Inclusive Schools, Interdisciplinary Approach, Intermediate Grades, *Interprofessional Relationship, Junior High Schools, *Middle Schools, Student Centered Curriculum, Student Needs

Identifiers—ERIC Digests

This information digest provides an overview of some areas of agreement between the fields of gifted education and middle school education, some areas of tension, and some promising directions that could engage educators in mutual planning of appropriate services for all middle school students, including the gifted. Shared beliefs include the value of instruction that is theme based, is interdisciplinary, and fosters student self-direction and independence. Problems between gifted and middle-level education exist in the areas of excellence versus equity, emphasis on heterogeneity, use of labels, ambiguity about appropriate middle school curricula, use of cooperative learning as an instructional strategy, attention to affective needs of early adolescents, and general tension. For each problem area, promising directions are listed, such as emphasizing appropriately differentiated instruction in heterogeneous classrooms, emphasizing problem-based strategies rather than skill-focused strategies in cooperative learning activities, planning for both achievement and belonging for advanced learners, and acknowledging strengths and contributions of both practices. (Contains 18 references.) (DB)

ED 386 734 CS 215 032

Cobine, Gary R.

Writing as a Response to Reading. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-08

Pub Date—95

Contract—RR93002011

Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Journal Writing, Reader Response, *Reading Instruction, *Reading Writing Relationship, Writing Assignments, *Writing Instruction
Identifiers—ERIC Digests, *Reading Logs, *Response to Literature, Writing Thinking Relationship

Although reading and writing exist only in relation to each other, writing plays little or no role in the usual instructional approaches to reading. Mostly, reading is taught as a sequence of discrete skills, which is ineffective since it accommodates the analytic reading style to the exclusion of global, kinesthetic, and auditory styles. Reading taught together with writing can accommodate all reading styles. By writing while reading, students could learn to organize their thoughts, and after habitually writing in response to reading, they could learn to clarify and refine their thoughts. Through activities centered around a reading log, the students could elucidate several aspects of their thought processes: using the reading log as a "response journal," they could discover ideas, and using it as a "text-to-meaning journal," they could rethink ideas, and using it as a "process journal," they could regulate their reading habits. Before students make entries in their reading logs, the teacher must ensure that they know how to use the log. Before every assignment, the teacher could discuss the type of reading and the purpose for reading, as well as the procedures for the particular assignment. All the activities arranged before, during, and after a reading and all the specific writing assignments made along with the reading are based upon the premise that students assimilate their perceptions of a text most fully by writing in response to reading. (Contains nine references.) (RS)

ED 386 713 CS 012 272
Sensenbaugh, Roger
Reading Recovery. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-09
Pub Date—95
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, *Early Intervention, Grade 1, Primary Education, Program Descriptions, Program Effectiveness, *Remedial Reading, Teacher Education, *Teacher Role
Identifiers—ERIC Digests, *Reading Recovery Projects

Noting that Reading Recovery appears to be both effective and fairly non-controversial, this digest discusses aspects of the Reading Recovery program. Elements of the Reading Recovery program and a typical Reading Recovery lesson are described; issues of the importance of teacher education and teacher role in those lessons are addressed; the existing literature in the ERIC database regarding the effectiveness of Reading Recovery is reviewed; and the cost effectiveness of the program is discussed. Contains 10 references. (RS)

ED 386 515 UD 030 581
Schwartz, Wendy
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-96-5; ISSN-0889-8049
Pub Date—Aug 95
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, *Disadvantaged Youth, Dropout Rate, Dropout Research, *Dropouts, Educational Trends, Expectation, High Risk Students, High Schools, *High School Students, National Surveys, *Student Attrition, Student Characteristics, Urban Schools, *Urban Youth, Wages
Identifiers—ERIC Digests

Researchers at the Policy Information Center of the Educational Testing Service (ETS) have analyzed information from the National Center for Education Statistics; data from state, city, and other sources; and results from recent surveys of high school students to present a summary of the current dropout situation. The 1995 ETS report, "Dreams Deferred: High School Dropouts in the United States," which has a special focus on urban youth, is summarized in this digest. Although calculating an accurate dropout rate is nearly impossible because of differences in counting methods and definitions and student mobility, the dropout rate appears to be declining. In 1993 about 381,000 students left school without graduating. Nearly two-thirds dropped out before the 10th grade. The dropout rate in large cities remains high, although it too has decreased slightly in recent years. With respect to lifetime wages, the gap between dropouts and more educated adults is widening steadily. Student survey responses have indicated that dropouts tend to have many characteristics in common and that they express a variety of reasons for dropping out. Most dropouts surveyed recognized that they needed further education, and they expected to acquire it, although their expectations suggested that they did not believe they were sacrificing their futures by dropping out. (Contains 7 references.) (SLD)

ED 386 514 UD 030 580
Rivera-Batiz, Francisco L.
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-95-5; ISSN-0889-8049
Pub Date—Jul 95
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Dropouts, *Employment Opportunities, *Ethnic Groups, High School Equivalency Programs, *High School Graduates, High Schools, Income, *Minority Groups, National Surveys, Outcomes of Education, Program Effectiveness, *Racial Differences, *Vocational Education, Wages
Identifiers—ERIC Digests, Job Training Partnership Act 1982, National Adult Literacy Survey (NCES), Workplace Literacy

This digest analyzes information from two recently completed national surveys to determine the extent to which various vocational education programs improve employment opportunities in the United States. The impact of a General Educational Development (GED) certificate on workers' wages is also analyzed. Data are from the 1992 National Adult Literacy Survey (NALS) and the 1991 Workplace Literacy Assessment Survey. NALS sampled 14,900 persons aged 16 and older, with oversampling of African Americans and Hispanic Americans. The Workplace Literacy survey profiled and assessed approximately 8,000 persons enrolled in Job Training Partnership Act programs. Graduates of high schools with a vocational focus generally earn substantially less than persons who attend high schools with a college preparatory or general academic focus. The lower earnings of these graduates have a disproportionate effect on the earning of minority populations, since minorities are overrepresented in vocational education. Survey results indicate that dropouts who obtain a GED generally have higher wages than dropouts who do not. (Contains 4 references.) (SLD)

ED 386 331 PS 023 670
Rothenberg, Dianne
Supporting Girls in Early Adolescence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-10
Pub Date—Sep 95
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Cultural Differences, *Early Adolescents, *Females, Parent Child Relationship, Physical Development, Self Concept, *Self Esteem, *Sex Differences, Sex Stereotypes, Teacher Student Relationship
Identifiers—Adolescent Attitudes, ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (BC)

ED 386 327 PS 023 620
Benard, Bonnie
Fostering Resilience in Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-PS-95-9
Pub Date—Aug 95
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—At Risk Persons, Child Development, Critical Thinking, *Educational Environment, Elementary Secondary Education, Grouping (Instructional Purposes), Interpersonal Competence, Personal Autonomy, *Personality Traits, Problem Solving, Student Evaluation, Student Motivation, *Student Participation, *Teacher Expectations of Students, *Teacher Student Relationship, Teaching Methods
Identifiers—*Caring, ERIC Digests, *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults; and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective

factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 386 261 JC 950 457
Colby, Anita Foote, Elizabeth
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-06
Pub Date—Jul 95
Contract—RR93002003
Note—4p.; Drawn from "Creating and Maintaining a Diverse Faculty, New Directions for Community Colleges, Number 87," edited by William B. Harvey and James Valadez; see ED 376 884.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affirmative Action, College Faculty, Community Colleges, *Diversity (Institutional), Equal Opportunities (Jobs), Faculty Development, *Faculty Integration, *Faculty Recruitment, *Minority Groups, *Personnel Selection, Two Year Colleges
Identifiers—ERIC Digests
Community colleges are under pressure from internal and external forces to recruit and retain minority faculty members. According to recent studies, approximately 90% of the total faculty at two- and four-year public and private colleges are white. The highest percentage of faculty of color are employed at public four-year institutions (12.6%) and the lowest percentage at private two-year colleges (2.6%). Various strategies have been suggested for recruiting minority faculty, including the following: (1) keep an open mind about credentials and recognize the value of non-academic experiences; (2) include area minority professionals on search committees; (3) utilize minority media in recruitment campaigns; (4) recruit through business and industry partnerships; (5) include minorities on interview committees; (6) keep candidate pools open until minority applicants are found; (7) maintain dialogue and faculty exchanges with historically black colleges; (8) implement long-range programs that encourage minority and women students; and (10) diversify the entire campus. Retention strategies have also been proposed to retain minorities, including begin with a thorough orientation; promote collegiality; schedule diversity training and staff development programs; and incorporate minority faculty into decision-making and all facets of campus life. Examples of successful minority recruitment and retention programs are in place at Maricopa and California Community Colleges. (KP)

ED 386 242 JC 950 433
Henriksen, Janel Ann Soule
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-05
Pub Date—Jul 95
Contract—RR93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, *Access to Education, Black Students, College Attendance, *College Role, *Community Colleges, *Educational Discrimination, *Educational Environment, Educational Opportunities, *Equal Education, Hispanic Americans, Mentors, Two Year Colleges, Two Year College Students
Identifiers—ERIC Digests
Questions related to underrepresented groups' access to postsecondary education and their experiences while in college are fundamental to the goal of achieving equal educational opportunities for all students. Some researchers have viewed community colleges as important in giving access to students who might not have the academic ability for the intellectual paths of their choice by helping them define and achieve realistic goals. Others argue that they continue class-based separation by tracking less academically prepared students into vocational programs. Both community college supporters and critics agree that they allow more students to enroll in college at a lower cost. Critics, however, highlight the large gap between students in two-year and four-year institutions who attain baccalaureate degrees and note that two-year college students typically come from non-white families with lower incomes and have parents who did not attend college. The 1995 "Transfer Assembly Study" by the Center for the Study of Community Colleges found that only 12% of Hispanic and Black students transferred to four-year institutions, compared to 23% of White students. Cultural influences on minority academic achievement include family expectations of employment after high school, academic testing which places many minority students on remedial tracks, a lack of minority role models, and lack of encouragement from white professors. Fortunately, some colleges have started programs to actively address these issues through recruitment and outreach programs, peer mentors, minority faculty recruitment, and programs to improve campus climate. (KP)

ED 386 178 IR 055 590
Franchi, Jorge
Virtual Reality: An Overview. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-5
Pub Date—Jun 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Reports - Evaluative (142) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Graphics, *Computer Simulation, Computer Uses in Education, Futures (of Society), Policy Formation, Professional Training, *Sensory Experience, Surgery, Use Studies
Identifiers—ERIC Digests, National Research Council, Scientific Expeditions, *Virtual Reality
Virtual Reality (VR) is a computer-created sensory experience that allows a participant to believe and barely distinguish a "virtual" experience from a real one using computer graphics, sounds, and images to reproduce electronic versions of real-life situations. This digest describes how VR works and discusses applications of VR in surgery, scientific exploration, and education and training. Future developments and policy suggestions from the National Research Council's study on uses of VR are outlined. (Contains 15 refrences.) (AEF)

ED 385 780 CE 069 741
Kerka, Sandra
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-163
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Learning, Basic Skills, Daily Living Skills, Educational Philosophy, Educational Theories, Mathematics Anxiety, *Mathematics Instruction, *Numeracy, Political Influences, Socioeconomic Influences, Teaching Methods
Identifiers—ERIC Digests
Emerging perspectives on numeracy and their social, cultural, and political implications provide a context for new ways of thinking about adult numeracy instruction. Beyond daily living skills, numeracy is now being defined as knowledge that empowers citizens for life in their particular society. Thus, numeracy has economic, social, and political consequences for individuals, organizations, and society. Despite the myths surrounding math and numeracy, the realities are as follows: numeracy is culturally based and socially constructed; math reflects a particular way of thinking; numeracy reflects cultural values; numeracy is not just about numbers; math evolves and changes; numeracy is about procedural, practical knowledge; and numeracy involves different ways of solving problems. This perspective of numeracy and math suggests that numeracy instruction should be based on the belief that everyone can do math and everyone uses numeracy practices that may go unrecognized. Literacy and numeracy should be linked and contextualized. Familiar contexts may make math more accessible for those who have been alienated from it. Contextualized math can help learners recognize the math characteristics of everyday situations and can help learners with different ways of thinking. Teaching from the perspective of adult education as a tool for social justice, instructors can change the system in which math serves as a barrier and equip people with knowledge and tools to examine and criticize the economic, political, and social realities of their lives. (Contains 11 references.) (YLB)

ED 385 779 CE 069 740
Imel, Susan
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-162
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, *Adult Education, *Adult Learning, *Cultural Context, Cultural Differences, *Educational Environment, Learning Theories, Power Structure
Identifiers—ERIC Digests
Adult educators are recognizing that factors in the learning environment related to psychological, social, and cultural conditions exert a powerful influence on learners' growth and development. Current discussions on learning environments have broadened to include the need to confront issues of sexism and racism, interlocking systems of power and oppression, and social justice. In creating an inclusive learning environment, addressing institutional and societal levels is important, but the most significant level is the selection of appropriate materials and methods that address the characteristics of learning group members. Working toward the goal of creating an inclusive learning environment may give rise to some issues, especially those related to power and control. At the most basic level are the traditional power relations that exist between learners and teachers. The need to maintain a balance between being learner centered and learner positive can also be an issue. Suggestions to guide the development of inclusive learning environments include the following: acknowledge that all individuals bring multiple perspectives to any learning situation; recognize that a learner's claimed identity will be in response to many contextual factors that position the individual politically; reflect and value the experiences of learners; pay attention to power relations inherent in knowledge production; and acknowledge the power disparity between the teacher/facilitator and students. (Contains 14 references.) (YLB)

ED 385 778 CE 069 739
Lankard, Bettina A.
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-161

Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Experiential Learning, *Incidental Learning, Labor Force Development, Learning Strategies, Lifelong Learning, On the Job Training, *Staff Development, *Teaching Methods
Identifiers—ERIC Digests, *Situated Learning

New ways to learn at work draw upon workers' previous experiences, link concepts and practices, and encourage reflection and the transfer of knowledge from one situation to another. Action, situated, and incidental learning are three current approaches. Action learning is a systematic process through which individuals learn by doing. It has been adopted in the workplace as a viable approach to experiential management education and development and an important element of a training and development strategy. In the situated learning approach, knowledge and skills are taught in contexts that reflect how the knowledge will be used in real-life situations. Cognitive apprenticeship is one example of situated learning in which learners participate in a community of practice that is developed through activity and social interaction, in ways similar to that in craft apprenticeships. Incidental learning is unintentional and unexamined. The primary intent of the activity is to accomplish the task, not to learn. Each of these three ways of learning share common qualities and attributes. All engage learners in experiential learning, and all have a collective dimension. The gap between the learner and expert disappears. Conditions that enhance learning common to the three approaches are proactivity, critical reflection, and creativity. Since they involve experiential activity, these three ways of learning offer promise to organizations striving to achieve high performance. (Contains 11 references.) (YLB)

ED 385 777 CE 069 738
Wagner, Judith O.
Using the Internet in Vocational Education. ERIC Digest No. 160.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-160
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Mediated Communication, *Computer Networks, *Computer Uses in Education, Electronic Mail, Electronic Text, Higher Education, Information Networks, Postsecondary Education, Secondary Education, Teleconferencing, Vocational Education
Identifiers—ERIC Digests, *Internet

Vocational educators are using the Internet in various ways. The director and associate professor of vocational-technical education at Dakota State University uses the Internet primarily for electronic mail. Students in a secondary vocational teacher's international trade and marketing class have participated in real-time conferences with schools in Finland, Israel, and many places in the United States. Students in the University of Florida counseling program use e-mail, search the World Wide Web (WWW) for information, and have group e-mail sessions. Advantages of using the Internet include the following: ability to arouse students' interest, ease of communication among teachers for sharing ideas, availability of new resources, potential to develop new relationships all over the world, and possibility of interaction with experts. Problems are antiquated hardware and software; lack of technical and curriculum support; lack of coherent structure, stability, and documentation; and lack of training, censorship, and quality control. (This digest includes lists of listservs, newsgroups, WWW sites, addresses, and electronic journals and newsletters of interest to vocational educators. Contains seven references.) (YLB)

ED 385 613 TM 024 543
Loulou, Diane
Making the A: How To Study for Tests. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-10
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Classroom - Learner (051) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, Essay Tests, *Learning Strategies, *Notetaking, Objective Tests, Organization, Planning, *Review (Reexamination), Study Habits, *Study Skills, Test Anxiety, *Test Wiseness
Identifiers—ERIC Digests

Doing well on tests and earning good grades begin with good study habits. This digest offers a plan to help in preparing for tests. It explains how to study for and take tests. Organization, planning, and time management skills are essential to becoming a successful student. A good student reads assignments, listens during lectures, and takes good classroom notes that are reread and highlighted. Regular review reduces test anxiety and allows time for information to be absorbed. Review periods should be scheduled well in advance, with planned daily reviews, weekly reviews, and major reviews. For some subjects, study groups are an effective tool if groups are composed of dedicated students who set their agendas to avoid wasting time. On exam day, the student should arrive early and get organized. It is also important to pay attention to verbal directions as tests are distributed and to read the directions carefully. Scanning the entire test to notice how many points each section is worth is important. Specific advice is given for multiple-choice, true-false, open-book, short-answer, and essay tests. Four sources are listed for further reading. (SLD)

ED 385 612 TM 024 542
The Program Evaluation Standards. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-7
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ethics, *Evaluation Methods, Evaluation Utilization, Professional Associations, Program Development, *Program Evaluation, Program Improvement, Standards
Identifiers—Accuracy, ERIC Digests, Standard Setting

"The Program Evaluation Standards," established by 16 professional associations, identify evaluation principles that should result in improved program evaluations that address utility, propriety, feasibility, and accuracy. This digest summarizes these standards. Guidelines and illustrative cases to assist in meeting these standards are included with the full report. Seven standards related to utility are intended to ensure that the evaluation will serve the information needs of intended users. The three feasibility standards are intended to ensure that the evaluation will be realistic, prudent, diplomatic, and frugal. The eight propriety standards listed are intended to ensure that the evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results. Twelve standards for accuracy are intended to ensure that the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated. Four resources are listed for further reading. (SLD)

ED 385 611 TM 024 541
Cost of a National Examination. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-6
Pub Date—Oct 95
Contract—RR93002002
Note—4p.; Summarizes "Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination" by the U.S. General Accounting Office, GAO/PEMD 93-8.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Estimates, Elementary Secondary Education, Multiple Choice Tests, *National Competency Tests, National Norms, National Surveys, *School Districts, *Standardized Tests, *Teacher Participation, Test Construction, *Test Use, Time Factors (Learning)
Identifiers—ERIC Digests, *Performance Based Evaluation

The House of Representatives Committee on Education and Labor asked the General Accounting Office (GAO) to look at school testing as it exists, to estimate its extent and cost, and to assess how a new national test might affect those factors. GAO gathered information from a variety of sources, including a 1991 survey with replies from 48 states and 74% of local districts in its national sample. U.S. students in 1991 did not appear to have been over tested, with systemwide testing taking up about 7 hours per year for an average student, half in testing and half in related activity. The overall cost in 1991 was estimated at $516 million, an estimated $15 per student. A future national test, whether a single performance-based test, a multiple-choice test, or tests for a decentralized system of clusters of states, would range from about $160 million for the first option to about $330 million after development costs for the cluster option with a performance-based test. However, there was significant opposition among respondents to the concept of a national examination system. The GAO believes that if the Congress wishes to mandate a national examination system, efforts should be made to involve local teachers and administrators, as well as to ensure the technical quality of the test. Four sources are listed for further reading. (SLD)

ED 385 610 TM 024 540
Goals 2000 and World-Class Standards on the Internet. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-2
Pub Date—Apr 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Networks, Educational Change, *Educational Objectives, Educational Policy, Educational Research, Elementary Secondary Education, Higher Education, *Information Networks, *International Education, Legislation, *National Programs, *Parent Participation, School Districts, Standards
Identifiers—ERIC Digests, *Goals 2000, Gopher, *Internet, World Class Standards

Many organizations, school districts, and state departments of education are posting useful materials on the Internet for anyone interested in Goals 2000, world-class standards, and school restructuring. This digest identifies key Internet offerings related to Goals 2000 and world-class standards. Pointers to each of these offerings can be found at the ERIC Clearinghouse on Assessment and Evaluation gopher site (gopher.cua.edu, special resources, ERIC, Goals 2000). Offerings include assistance for parents and local communities on how to get involved and support school improvement efforts, as well as information from 26 states that have established gopher sites. National information is available on

Goals 2000 initiatives and on the development of standards in the United States and abroad. Detailed information is presented for the following categories: (1) legislation and policy; (2) parent assistance and information; (3) local assistance and information; (4) state assistance and information; (5) national information and programs; (6) world-class standards; (7) international information; and (8) other Goals 2000 gophers. (SLD)

ED 385 609 TM 024 539
Drake, Liselle Rudner, Lawrence
Assessment & Evaluation on the Internet. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-1
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Databases, *Educational Assessment, *Educational Resources, *Evaluation Methods, Evaluation Utilization, *Information Networks, Measurement Techniques, *Professional Associations
Identifiers—ERIC Digests, Gopher, *Internet
This digest identifies Internet resources of particular interest to the educational assessment community. Gopher sites and web sites are identified and discussed for the following organizations and institutions: (1) American Educational Research Association; (2) American Evaluation Association; (3) Arizona State University College of Education; (4) Buros Institute of Mental Measurement; (5) ERIC Clearinghouse on Assessment and Evaluation; (6) ERIC Clearinghouse on Information and Technology; (7) the Educational Testing Service; (8) the Evaluation Center at Western Michigan University; (9) the National Center for Research on Evaluation, Standards, and Student Testing; (10) the National Council on Measurement in Education; (11) the North Central Regional Education Laboratory; (12) the Northwest Regional Educational Laboratory; (13) the Princeton Review; (14) Question Mark Computing; and (15) the U.S. Department of Education. (Contains 4 references.) (SLD)

ED 385 608 TM 024 538
Doolittle, Peter
Teacher Portfolio Assessment. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-07
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, Feedback, Knowledge Base for Teaching, *Portfolio Assessment, Portfolios (Background Materials), *Professional Development, Teacher Certification, Teacher Effectiveness, *Teacher Evaluation
Identifiers—Authentic Assessment, ERIC Digests, *Performance Based Evaluation, Reflective Practice
One method for assessing teacher performance is the teacher portfolio. This is a collection of work produced by a teacher to highlight and demonstrate his or her knowledge and skills in teaching. A portfolio also provides a means for reflection and an opportunity to critique one's own work and evaluate one's own effectiveness as a teacher. Rather than being a folder laden with teaching artifacts and evaluations, a teacher portfolio should be a document created by a teacher that indicates the teacher's duties, expertise, and growth in teaching. Each assertion in the portfolio is documented in an appendix or a reference to outside material. Portfolios are used as a means of authentic assessment in evaluating the teacher for licensure or employment decisions, and they are also a way to provide feedback to teachers so that they can improve their teaching. Portfolios that are used to make personnel decisions come under a higher level of scrutiny than if the purpose is professional growth alone. Making the portfolio evaluation as objective as possible requires careful planning. Steps for implementing a portfolio program are outlined. Four sources are listed as recommended reading. (Contains 1 figure.) (SLD)

ED 385 607 TM 024 537
Rudner, Lawrence M.
Questions To Ask When Evaluating Tests. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-06
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability, *Academic Achievement, *Evaluation Methods, Norms, *Predictive Validity, *Selection, Standards, Test Bias, Test Construction, Test Content, Test Reliability, *Tests, Test Use, Test Validity
Identifiers—ERIC Digests, *Standards for Educational and Psychological Tests
The "Standards for Educational and Psychological Testing" of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education are intended to provide a comprehensive basis for evaluating tests. This digest identifies key standards applicable to most test evaluation situations. There must be a clear statement of recommended uses and a description of the population for which the test is intended. Samples used for validation and norming must be of adequate size and sufficiently representative to establish validity, appropriate norms, and test use for the stated purpose. The test must be reliable enough to permit stable estimates of individual ability, and it must predict academic performance adequately. Content and construct validity must be adequate, and the test must contain clear and detailed instructions for testing and reporting. The test must be neither biased nor offensive to any demographic group. Four additional readings are recommended. Sample questions to help in evaluation are presented for each of these areas. (SLD)

ED 385 606 TM 024 536
Potts, Bonnie
Strategies for Teaching Critical Thinking. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-5
Pub Date—Feb 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Critical Thinking, *Educational Environment, Educational Objectives, Elementary Secondary Education, Higher Education, *Problem Solving, *Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests
Critical thinking skills figure prominently among the goals for education proposed by educational researchers, parents, and employers. This digest discusses the skills related to critical thinking and three specific strategies for teaching these skills. The first, Building Categories, is an inductive reasoning tool that helps students categorize information by discovering the rules rather than merely memorizing them. Active learning of this sort typically results in better understanding and retention than is possible with more directive teaching. The Finding Problems strategy is a way of framing tasks so that students use skills similar to those needed for the ill-defined problems they will encounter in life. The Enhancing the Environment strategy acknowledges that critical thinking in the classroom is facilitated by a physical and intellectual environment that encourages a spirit of discovery. Seating arrangements and visual aids are useful in promoting active learning. (Contains 6 references.) (SLD)

ED 385 605 TM 024 535
Yekovich, Frank R.
Current Issues in Research on Intelligence. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-3
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, *Educational Research, Experience, *Intelligence, Intelligence Tests, Learning, *Metacognition, Psychological Studies, *Research Needs, *Theories
Identifiers—*Cattell Horn Fluid and Crystallized Ability Theory, ERIC Digests, Gardner (Howard), Horn (John L), *Multiple Intelligences, Sternberg (Robert)
Intelligence has been defined and studied under a number of different rubrics. Three individuals serve as a representative sample of the educational and psychological researchers associated with cognitive psychology who have made significant contributions to current understandings of intelligence. Robert Sternberg's theory contains subcategories of context, experience, and the cognitive components of information processing. Metacomponents, performance components, and knowledge acquisition components are proposed as general processes of intelligent behavior. Howard Gardner proposes a theory of multiple intelligences in which he claims there are seven relatively independent intelligences. John Horn, with his advisor Raymond B. Cattell, has developed a theory of intelligence that specifies broad factors of fluid abilities and crystallized abilities. All of these approaches recognize the importance of experience in intellectual ability. Phillip Ackerman and David Lohman are among the researchers integrating information processing theories of learning with theories of individual differences in abilities. Of great importance among the current issues in the assessment of intelligence is developing better measures of intellectual abilities. (Contains 12 references.) (SLD)

ED 385 604 TM 024 534
Doolittle, Peter And Others
The ERIC/AE Test Locator Service. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-2
Pub Date—Aug 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Culture Fair Tests, Databases, *Educational Assessment, Elementary Secondary Edu-

cation, *Evaluation Methods, Higher Education, *Measurement Techniques, *Online Catalogs, Selection, *Tests, Test Use
Identifiers—Buros Institute of Mental Measurements, Code of Fair Testing Practices in Education, Educational Testing Service, *ERIC Clearinghouse on Assessment and Evaluation, ERIC Digests, Gopher, *Internet
The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE), the Educational Testing Service (ETS), the Buros Institute, and Pro-Ed (publishing) have collaborated to produce the most comprehensive test locator services available on the Internet. The Test Locator service is located in a subdirectory of the ERIC/AE gopher site. It contains several searchable databases, advice on how to select and evaluate a test, information on fair testing practices and the Code of Fair Testing Practices, and connections to library catalogs that may be useful to anyone searching for specific test information. The ERIC/ETS Test Collection Test File, a joint project of ERIC and the ETS, contains records on over 9,500 tests and research instruments. Its records describe the tests and instruments and provide availability information for each. The Buros Test Review Locator, the Pro-Ed Test Review Locator, and the Publisher Locator are resources in the locator service. A sample search and directions for accessing the ERIC/AE gopher site are given. (SLD)

ED 385 426 RC 020 277
Wiles, Jon W.
Middle Level Education in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-7
Pub Date—Sep 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Objectives, *Educational Strategies, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Rural Education, *Rural Schools, School Size, Skill Development, *Small Schools, Student Development
Identifiers—Developmentally Appropriate Programs, ERIC Digests, *Standardization
This digest describes the development of the standard middle school and its impact on rural areas, discusses the original goals of middle schooling, and suggests how rural schools can meet these goals despite their small size. The earliest middle schools were innovative rural junior high schools that enriched their programs with additional electives and age-appropriate activities and experimented with team teaching and flexible schedules. By the early 1970s, however, middle school designs had become somewhat standardized and a formula for a successful program began to emerge. The small size of most rural middle schools, which were sometimes dependent on the high school for shared facilities and teachers, seemed to preclude having a "true" middle school. In some places, a belief in a critical scale for the standardized middle school program (believed to be 800-1,200 students) led to school consolidation and the building of large regional facilities. However, it is important for small rural schools to focus on the goals of middle schooling that seek to meet the many needs of the preadolescent learner. These goals include academic achievement, development of learning skills, and personal development. While larger middle schools address these areas by employing standard components, small schools may use other strategies that capitalize on the many benefits of small school size. The digest briefly discusses such small-school strategies, describes promising innovations for the future, and suggests additional readings. (SV)

ED 385 425 RC 020 276
Berman, Dene S. Davis-Berman, Jennifer
Outdoor Education and Troubled Youth. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-5
Pub Date—Aug 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Camping, *Delinquent Rehabilitation, Experiential Learning, Individual Development, *Mental Health Programs, Outcomes of Treatment, *Outdoor Education, Therapeutic Environment, *Therapy, *Youth Programs
Identifiers—ERIC Digests
This digest briefly summarizes the parallel development of outdoor education and outdoor therapeutic programs for troubled and adjudicated youth, describes the rationale supporting outdoor approaches, and reports related research and evaluation findings. First attempts to use the outdoors as a healing environment were "tent therapy" programs at state psychiatric hospitals in the early 1900s. The mid-1900s saw the start of more sophisticated camping programs for troubled youth that included observation, diagnosis, and psychotherapy components. The first therapeutic wilderness programs included the perception of danger and immediate natural consequences of participant noncooperation. At the same time, experience-based programming was developing in schools and universities. The two movements had many common influences, including the ideas of John Dewey and Kurt Hahn. Since the 1970s, the number and types of outdoor programs geared specifically to troubled youth have increased dramatically. Outdoor settings allow staff and youth to relate in new nonverbal ways, provide a new environment with new possibilities, encourage participants to face their fears, and create interdependence among group members. Many mental health programs for youth use the outdoor environment, but their therapeutic programs are often quite vague. Court-related programs are usually residential, long-term, and designed as an alternative to incarceration. Although the research on outdoor programs has been sparse, available evidence suggests positive impacts on self-esteem in both mental health and court programs, as well as reductions in delinquency recidivism rates. This digest includes suggestions for further research and information on resources. Contains nine references. (SV)

ED 385 424 RC 020 275
Bordeaux, Roger
Assessment for American Indian and Alaska Native Learners. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-6
Pub Date—Sep 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement, *Alaska Natives, *American Indian Education, Cultural Relevance, Elementary Secondary Education, Performance, *Standardized Tests, *Student Evaluation, Test Bias, Testing Problems
Identifiers—*Alternative Assessment, ERIC Digests, *Performance Based Evaluation
This digest examines the use of standardized, nationally normed testing in assessing the progress of American Indian and Alaska Native (AI/AN) students and describes alternative forms of assessment. For years, researchers have criticized the overuse of standardized, nationally normed tests to assess learner and school success. Problems with such testing are compounded for AI/AN learners by the common disregard for the diversity of languages and cultures among Native learners. Researchers have suggested that many standardized tests are inappropriate for Native students, and have concluded that public school reliance on such tests may hurt Native Americans. The popularity of IQ and other standardized testing has also encouraged a mindset that looks for deficiencies in the individuals being tested or in their cultures, rather than in the tests themselves. Before the European conquest of America, nearly all Native peoples used forms of performance-based assessment to determine how each individual could best contribute to the survival of the tribe, clan, or village. Performance-based assessment directly examines accomplishment of specific tasks that are important for life; current forms include student portfolios, student performances, teacher observations, interviews, self- and group assessments, work sampling, and extended tasks. Development of performance-based assessment tools forces schools to relate curriculum to present and future real-life situations. Such assessment is supported by the Indian education community and is being implemented in a growing number of tribally controlled schools. Contains 18 references. (SV)

ED 385 326 JC 950 400
Foote, Elizabeth
Internet Resources for Community College Practitioners. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-07
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Computer Interfaces, Computer Mediated Communication, Computer Networks, Database Producers, *Databases, *Educational Resources, Electronic Publishing, *Information Sources, *Online Systems, Search Strategies, Two Year Colleges
Identifiers—ERIC Digests, *Internet
This article describes the Internet and lists resources available to community college (CC) practitioners through the Internet. The Internet is described as an international computer network which links thousands of smaller networks. The digest suggests the following hardware for Internet access: an IBM-compatible computer capable of running Windows, or a Macintosh computer with at least a 68030 processor; a modem of at least 14,000 baud per second; an Internet provider; and telecommunications software. The article then lists CC Internet resources, providing both the Internet address and information about each site, including online guides to the Internet such as: (1) the Clearinghouse of Subject-Oriented Internet Resource Guides; (2) the Rice University Gopher (menus of resources maintained elsewhere are organized by subject matter at this site; and (3) W3 Servers, a catalog of all World Wide Web (WWW) servers. The list also includes CC Internet sites including Fayetteville Technical College, a gopher site with pointers to other CC gopher sites; Community Colleges Web Directory; Education Virtual Library; the Community College League of California; ERIC Clearinghouse for Community Colleges; as well as electronic books, reference resources, government information, library catalogs and Usenet Newsgroups. These latter resources include: (1) Project Gutenberg, providing classics, poetry, and historical documents in full text; (2) Internet Wiretap, providing White House press releases, laws, and legal documents; and (3) the U.S. Department of Education WWW Site which provides information on legislation, programs (such as Goals 2000 and School-to-Work), publications, statistics, and educational software. The article also describes and lists listservs of particular interest to CC practitioners. (Includes a list of publications which provide basic information about the Internet.) (KP)

ED 385 316 JC 950 385
McCarthy, J. Christopher
The Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-4
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Adult Education, *Adult Programs, Community Colleges,

•Curriculum Design, Nontraditional Education, •Participant Satisfaction, •Program Effectiveness, Student Attitudes, Two Year Colleges, •Weekend Programs
Identifiers—ERIC Digests

The Project for Adult College Education (PACE) is a general education core curriculum designed for working adults. PACE students receive approximately half the classroom hours in each subject area that they would in a traditional classroom. The balance of time is devoted to viewing course-related instructional television and participating in weekend conference lectures or activities. The program was developed in the mid-1970's and was designed to take into account the barriers to higher education facing working adults. While some faculty view PACE as an easy way to earn a degree, supporters point to PACE's positive elements, such as writing-across-the-curriculum and the conferences which provide valuable learning experiences outside of the traditional lecture. Concerns about the viability of the PACE curriculum led to a spring 1993 survey of 291 PACE students at Los Angeles, California's Harbor College. Survey results indicated the following: (1) the PACE program had an older student body than traditional programs; (2) 94% of respondents intended to transfer, and over half had left college earlier but returned through PACE; (3) over 99% gave the program and quality of instruction passing grades, and 93% felt that the classroom time was adequate; (4) the highest rated aspects of the program included the condensed curriculum, evening and Saturday schedule, quality of instruction, faculty involvement, students' sense of belonging, and coursework focused on important issues; and (5) the element most often criticized was the currency of television programming. (KP)

ED 385 315 JC 950 384

Rifkin, Tronie

The Status and Scope of Faculty Evaluation. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-03
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Community Colleges, Educational Development, Educational Improvement, Educational Objectives, Educational Practices, Evaluation Methods, •Faculty Development, •Faculty Evaluation, •Formative Evaluation, Peer Evaluation, Student Evaluation of Teacher Performance, •Summative Evaluation, •Teacher Attitudes, Two Year Colleges
Identifiers—ERIC Digests

One of the main obstacles to effective faculty evaluation is the inability to reach consensus on the evaluation's intended purpose. On one hand, faculty evaluation has a formative purpose, supporting faculty development, growth, and self-improvement, while it also has a summative purpose in that it provides data to make personnel decisions on tenure, promotion, reappointment, and salary. Since the 1970's there has been debate over whether an evaluation system can be both formative and summative, and still be effective. One of the few points of agreement is the need for multiple sources of input. Possible sources of evaluation data include self-evaluation, evidence of student achievement, alumni evaluations, and instructor performance tests, with the most common source being student evaluations of teacher performance. Two major problems in establishing successful faculty evaluation programs are administration disinterest in whether or not faculty succeed and faculty resistance. Faculty fear that evaluations purported to encourage development and growth will be used to make decisions on tenure, promotion, and dismissal. Despite the lack of clarity over the goals of evaluation and the most appropriate methodology, community college practitioners generally agree that evaluation is a necessary part of teaching and learning. The ideal system of evaluation would be a non-normative or criterion-referenced system that appraises faculty according to a set of professional standards and encourages professional development rather than discourages it. (KP)

ED 385 311 JC 950 380

Parrott, Sarah

Future Learning: Distance Education in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-02
Pub Date—May 95
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, •Community Colleges, Computer Mediated Communication, •Distance Education, •Educational Practices, Educational Technology, •Educational Television, •Educational Trends, •Nontraditional Education, Nontraditional Students, Outcomes of Education, Two Year Colleges
Identifiers—ERIC Digests

The use of distance learning programs at the postsecondary level is expected to grow throughout the 1990s, with much of the growth taking place in community colleges. As of 1994, 80% of community colleges offered some form of distance education (DE) programs. A 1992 national survey of DE practices reported that broadcast television was the most widely used technology, while a 1990 survey reported that 63% of responding community colleges relied on public television, 49% used educational channels, and 4% offered videotape checkout. Other DE programs are synchronous in nature, using live interactive instruction, audio conferences, and real-time computer communications. A profile of DE students developed in 1988 indicated that, in general, they were over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting. With respect to student outcomes, two studies on distance education from 1992 and 1993 found no significant difference in grade point averages between distance and traditional students, though evidence did exist that course completion rates were higher in traditional sections. Another important issue in implementing DE is that low-income and minority students may not have access to the technology and may be locked out of the programs. One of the greatest challenges facing the widespread implementation of DE programs, however, are faculty who are concerned about the impact of technology on their roles, intellectual property rights, fair compensation, decline in quality due to canned courses, and preserving human contact. (Contains 13 references.) (KP)

ED 385 310 JC 950 379

Cohen, Arthur M.

Indicators of Institutional Effectiveness. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-3
Pub Date—Jun 94
Contract—RI93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•College Outcomes Assessment, College Transfer Students, •Community Colleges, Community Surveys, Educational Assessment, Educational Trends, Graduate Surveys, •Institutional Mission, •Institutional Research, Outcomes of Education, •School Effectiveness, •Self Evaluation (Groups), Two Year Colleges
Identifiers—Educational Indicators, ERIC Digests

Within the last few years, American schools have moved toward routinely measuring the outcomes of their educational programs. Two national associations dealing with community colleges have also developed quantitative indicators to assess outcomes for two-year colleges. There are still colleges that make only minimal efforts at assessment, citing the fairly primitive level of assessment technologies and the difficulty in selecting qualitative indicators of effectiveness, but gains have been made nevertheless. For example, the League for Innovation in the Community College has described 5 major missions of the community college (i.e., transfer, career preparation, basic skills, continuing education and community service, and access) and suggested operational definitions, questions to be answered, and data sources. The League suggests assessing the transfer mission, for example, by variously measuring student knowledge, the college's transfer rate, grades that students earn after transfer, and the number of college credits the universities accepted. Other assessment methods currently in use include surveys of: (1) students who have recently graduated, dropped out, or transferred; (2) student performance after transfer; (3) occupational education outcomes; (4) pre- and post-measures of student learning; and (5) public-image studies to determine community members' impressions of a college and students' level of satisfaction. (KP)

ED 385 173 FL 801 027

Rance-Roney, Judith

Transitioning Adult ESL Learners to Academic Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-05
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, •Articulation (Education), Attitude Change, •English (Second Language), •English for Academic Purposes, Language Proficiency, Learning Strategies, Literacy Education, Mainstreaming, Self Esteem, Student Attitudes, •Study Skills, Thinking Skills, Transfer of Training, •Transitional Programs, •Vocabulary Development
Identifiers—ERIC Digests

Few of the English-as-a-Second-Language (ESL) participants in adult education classes move on to academic ESL programs that prepare them for content area study or general educational development (GED) or high school equivalency instruction. The ESL literacy curriculum is currently mismatched with GED and academic ESL curricula in purpose, content, and context. Adult ESL and transitional programs can help students bridge this gap by providing them with: (1) motivation and belief in self-worth to face the challenges of academic and administrative demands; (2) knowledge of how to transition to the norms of the academic community; (3) conceptual development and critical thinking skills such as synthesis, analysis, and evaluation; (4) greater focus on language accuracy and careful language use; (5) extensiveness in reading and writing, and multiple skill integration thematically organized for in-depth study; (6) development of a larger vocabulary corpus centered on less-frequently-used academic terminology; and (7) integration and transfer of first-language (L1) skills and use of L1 in learning strategies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 172 FL 801 026

Schlusberg, Paula Mueller, Tom

English as a Second Language in Volunteer-Based Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-04
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Classroom Environment, Classroom Techniques, Course Content, •English (Second Language), Instructional Materials, •Literacy Education, Program Design, Second Language Programs, Small Group Instruction, Tutorial Programs, •Voluntary Agencies, •Volunteers, •Volunteer Training
Identifiers—ERIC Digests

Frequently, English-as-a-Second-Language (ESL) programs for adults use volunteers as primary

or auxiliary providers of instruction. Two primary national volunteer organizations and a number of other national organizations support volunteer ESL and basic literacy instruction, and many states have literacy councils that coordinate and provide technical assistance to community-based organizations. Many of these groups also provide literacy instruction for native English-speakers. Instruction is most often individual or provided in small groups. Community sites, workplace settings, residential centers, correctional institutions, and learners' home are used as instructional settings. Adults served by the volunteer programs reflect the diverse population seeking ESL instruction throughout the United States. Instruction tends to focus on oral skills, but also addresses initial literacy skills, and uses a wide variety of materials and instructional approaches. Although volunteer training varies, most is done in small groups and brief pre-service workshops. Training focuses on effective teaching practices, needs assessment, lesson planning, peer practice, and materials selection. Theoretical presentations may also be provided. Volunteer programs often help meet excess demand for ESL instruction, facing challenges similar to those of other ESL programs: limited resources, high turnover, and limited student contact. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 171 FL 801 025

Fitzgerald, Nicholas B.

ESL Instruction in Adult Education: Findings from a National Evaluation. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-03

Pub Date—Jul 95

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Educational Assessment, *Educational Demand, *English (Second Language), Federal Legislation, Federal Programs, *Literacy Education, National Surveys, Program Design, Public Policy, Second Language Instruction, *Student Characteristics

Identifiers—ERIC Digests

A 1994 Department of Education national evaluation of federally-supported adult education programs looked at programs' effectiveness in improving literacy skills, English language proficiency, and secondary school completion. National policy on adult literacy education is articulated in the Adult Education Act (AEA) and National Literacy Act, which amended the AEA in 1990. These provide for adult basic education (ABE), adult secondary education (ASE), and English-as-a-Second-Language (ESL) instruction. Current ESL adult learners are primarily Hispanic and Asian, living in urban areas and the west, foreign-born, literate in their first language, and of limited oral English proficiency. About two-thirds of adult education programs provide ESL instruction, commonly offered through public schools. ESL program components often have larger enrollments and larger classes than ABE or ASE, and participants acquire three to four times as much instruction. Self-reports of ESL clients and standardized test scores indicate that instruction improves basic English skills and enhances employability, and ESL clients show interest in continuing their education. While the ESL target population is much smaller than the ASE target population, ESL services are in greatest demand, and demand exceeds current capacity. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 095 EC 304 129

Frost, Julie A. Emery, Michael J.

Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits. ERIC Digest E539.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-95-2

Pub Date—Aug 95

Contract—RR93002005

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Perception, Auditory Training, Definitions, *Disability Identification, *Dyslexia, Elementary Secondary Education, Incidence, *Intervention, Learning Strategies, Metacognition, *Perceptual Impairments, Phonics, *Phonology, *Remedial Instruction, Remedial Reading

Identifiers—ERIC Digests

This digest presents basic information for those providing educational services to children with dyslexia who have phonological core deficits. First it provides a brief overview, noting the incidence of dyslexia and the large number of these children with phonological deficits which result in far less academic progress than experienced by other children with learning disabilities. A definition of phonological core deficits notes the major components of phonemic awareness, sound-symbol relations, and storage and retrieval of phonological information in memory. Several criteria for classification and identification of dyslexia and learning disability are summarized and popular assessment measures are listed. Ten suggested interventions are noted, such as teaching metacognitive strategies, providing direct instruction in language analysis and the alphabetic code, and using techniques that make phonemes more concrete. Also listed are some print resources for teachers, relevant associations, and electronic resources. (DB)

ED 384 951 EA 026 796

Oswald, Lori Jo

Priority on Learning: Efficient Use of Resources. ERIC Digest, Number 100.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-95-8

Pub Date—Jul 95

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Cost Effectiveness, *Efficiency, Elementary Secondary Education, Expenditures, Organizational Effectiveness, *Public Schools, *Resource Allocation, *School District Spending

Identifiers—ERIC Digests

Because school budgets are limited and becoming more so, the wise use of school finances to enhance student learning is imperative. This digest examines the ways public schools are redistributing existing resources and changing policies to increase student academic achievement. Information is provided on the most effective means for allocating finances, methods used by school districts to cut costs, the impact of state policies, and actions to be taken at the school district and school levels. According to the Committee on Economic Development (CED 1994), investing money in schools is important, "but only if schools are organized to use it effectively to promote achievement." Districts can cut costs by streamlining administration and support-service costs and by reducing costs outside the classroom, which does not directly affect the education of children. Traditional state policies may cause schools to ignore student outcomes. At the district level, policymakers need to refrain from limiting the principal's authority and accountability. At the school level, principals should establish goals that focus on student outcomes and communicate them to students and teachers. (LMI)

ED 384 950 EA 026 795

Oswald, Lori Jo

School-Based Management. ERIC Digest, Number 99.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-95-7

Pub Date—Jul 95

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decentralization, Educational Change, Elementary Secondary Education, Governance, *Participative Decision Making, Resistance to Change, *School Based Management

Identifiers—ERIC Digests

This digest summarizes some of the recent research regarding school-based management (SBM). In particular, it addresses two questions: (1) Is SBM working, and (2) What can schools changing to an SBM system do to ensure success? Information is presented on what type of SBM system works best, research on SBM success, the kinds of problems encountered in an SBM system, the responsibilities of stakeholders, and the best way to change to an SBM system. Barriers to SBM frequently include lack of knowledge by participants about what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that curtail decision-making authority and teachers' time involvement; and the reluctance of some administrators to share decision-making authority. SBM success requires an understanding among stakeholders about SBM, how it is implemented, and their new roles and responsibilities; district support; and adequate time (3-15 years). (LMI)

ED 384 682 UD 030 493

Burnett, Gary

Overcrowding in Urban Schools. ERIC/CUE Digest Number 107.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-4; ISSN-0889-8049

Pub Date—Jul 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Size, *Crowding, Educational Planning, Extended School Day, Low Income Groups, Personal Space, *Physical Environment, *Resource Allocation, *Space Utilization, Urban Environment, Urban Problems, *Urban Schools, Year Round Schools

Identifiers—*New York (New York)

The New York City Citizens' Commission on Planning for Enrollment Growth submitted a report on overcrowding in New York City schools that may serve as a guide to other cities striving to provide an effective education for ever-increasing numbers of students. Research on the impact of school overcrowding has been inconclusive, but there is some evidence that, especially in schools with a high proportion of students living in poverty, overcrowding can have adverse impacts on learning. It is unquestionable that it has a direct, and often severe, impact on the logistics of the school day. In cases where increases in school enrollment are expected to continue, the only guaranteed long-term means of relieving overcrowding is the expensive and time-consuming process of building new schools or of renovating and adding to existing schools. In cases where increases in enrollment may be temporary or where stop-gap measures are needed while new schools are being built, there are a number of short-term solutions. These strategies, in general, fall into two categories: (1) finding new space, whether through leasing, collaborative arrangements, relocating administrative space, or the district-wide redistribution of space, and (2) using time to use existing space more fully; extended-day and year-round programs are central to this effort. Adequate space for learning must be recognized as a fundamental educational necessity. (SLD)

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ED 384 681 UD 030 492

Burnett, Gary

Urban Education Resources on the Internet. ERIC/CUE Digest Number 106.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-3; ISSN-0889-8049

Pub Date—Jun 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Computer Networks, Computer Uses in Education, Elementary Secondary Education, Higher Education, Information Dissemination, *Information Networks, *Minority Groups, *Resources, *Urban Education, *User Needs (Information)

Identifiers—ERIC Digests, Gopher, *Internet, Language Minorities, World Wide Web

This digest provides a sample of the best current Gopher and World Wide Web (WWW) resources devoted to urban and minority education, and provides Gopher addresses whenever possible in addition to Uniform Resource Locator addresses. Sites that have been developed specifically to offer resources and support to urban educators include: (1) UEweb, a resource developed by the ERIC Clearinghouse on Urban Education; (2) the North Central Regional Educational Laboratory Gopher; (3) the Urban Education Project of Research for Better Schools, Inc.; (4) News from the Urban Education Front; (5) the Children and Youth at Risk Gopher of the Center for Research on Human Development and Education; and (6) the Pluribus Unum Gopher of the National Center for Restructuring Education, Schools, and Teaching. A number of Internet sites provide resources for educators serving bilingual and language minority children. These include: the National Clearinghouse for Bilingual Education (NCBE) Gopher; the Linguistic Minority Research Institute (LMRI) Gopher; the National Center for Research on Cultural Diversity and Second Language Learning Gopher; and Chicano/LatinoNet. In addition, a growing number of urban schools and districts are showing up on the Internet. These include: The Rice School/La Escuela Rice; George Washington High School's GeorgeWeb; Ralph Bunche School; Bronx High School of Science; Jean Baptiste Pointe DuSable High School; the School District of Philadelphia, Pennsylvania; and San Francisco, California Unified School District. (SLD)

ED 384 601 SP 036 102

Merryfield, Merry

Teacher Education in Global and International Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-3

Pub Date—Jul 95

Contract—RR93002015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Elementary Secondary Education, *Global Approach, Higher Education, *International Studies, *Preservice Teacher Education, *Teacher Education Curriculum, Teacher Educators, Teaching Methods

Identifiers—ERIC Digests

To meet the economic, political, and social challenges of today's world, teacher education in global and international education is now mandated by the National Council for Accreditation of Teacher Education (NCATE). Global and international education is defined as education that develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Following a discussion of ways in which teaching with a global perspective differ from traditional approaches to studying ourselves, other peoples, and the planet, considerations for educating teachers are noted. Included are: (1) global knowledge about the world in general as well as content specific to the subjects the future teachers will teach; (2) simulated as well as personal cross-cultural experiences at home and abroad; (3) content and experiences infused throughout teacher education programs; (4) dealing with the controversial nature of global and international education; and (4) making curricular connections between global education and multicultural education. (LL)

ED 384 484 RC 020 205

Fanning, Jim

Rural School Consolidation and Student Learning. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-4

Pub Date—Aug 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Influence, *Community Role, *Consolidated Schools, Cultural Context, Elementary Secondary Education, Epistemology, *Experiential Learning, *Learning Processes, *Rural Schools, *School Community Relationship

Identifiers—ERIC Digests

This digest examines the pressures that have led to school consolidation, what consolidation has achieved, the role of community in education, and the ways that school consolidation undermines that role. Belief in the principle of economies of scale and the pursuit of national educational goals related to economic competitiveness have led school leaders to seek "the one best system" of schooling–usually, the large comprehensive high school with feeder districts. As rural communities with weakened economies have become more dependent on state funds, these attitudes plus state funding and accreditation formulas have led to increased school consolidation. However, large standardized systems may result in impersonal climate, increased bureaucracy, and low student participation, which in turn lead to social conflict in schools and disruptive student behavior. In addition, growing evidence indicates that school consolidation offers little or no advantage in controlling costs. Another, less discussed, reason for reconsidering consolidation involves the important role that community plays in education. People understand situations and events through two kinds of thought: paradigmatic thought based on technical knowledge (usually learned in school) and narrative thought (personal stories) about grounded experiences. Both modes of interpreting experience are influenced by local culture absorbed while participating in the community. Both small rural towns and urban neighborhoods can offer community naturally, but schools can offer only certain aspects of community. When the school is an interwoven part of the community, both are potent educators. (SV)

ED 384 479 RC 020 193

Miller, Bruce A.

The Role of Rural Schools in Rural Community Development. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-3

Pub Date—Aug 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Development, Community Schools, Cooperative Programs, Elementary Secondary Education, Entrepreneurship, Integrated Services, *Partnerships in Education, Rural Education, *Rural Schools, School Community Programs, *School Community Relationship, *School Role

Identifiers—ERIC Digests

Rural schools traditionally have played a central role in their communities. Now, as rural communities face declining quality of life and threats to their viability, collaborative partnerships between communities and schools offer a promising approach to community revitalization and survival. Researchers have identified three distinct, yet related approaches to building strong school-community relationships: (1) school as community center, in which the school becomes a resource for lifelong learning and delivers a wide range of educational, health, and social services; (2) community as curriculum, emphasizing student involvement in the study of community in all its complexity; and (3) school-based enterprise, in which students develop entrepreneurial skills by identifying service needs in the community and establishing a business to address those needs. The Northwest Regional Educational Laboratory has used all three approaches as starting points in its Community Development Partnership (CDP) project, pilot tested in three small isolated northwestern communities. CDP features include recognition of the importance of place; belief that community development must address social and environmental dimensions of community well-being, not just economics; and vision- and consensus-building activities. Important elements in sustaining partnerships over time are a strong base of community support, engagement of teachers in related curriculum work, and long-term commitment. Long-term partnerships will change fundamentally the way that schools prepare rural youth for the future. (SV)

ED 384 072 CS 214 951

Nelson, Carol

Language Diversity and Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-06

Pub Date—95

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Environment, Community Resources, Cultural Differences, *Cultural Pluralism, Elementary Secondary Education, *Language Arts, *Language Role, *Limited English Speaking, *Student Needs, Teacher Role

Identifiers—Cultural Sensitivity, ERIC Digests, Nonnative Speakers

Noting that language minority and culturally different students are the fastest growing group of students in the public schools, this Digest offers practical strategies for language arts teachers to use when working with language-diverse students in the classroom and discusses some recent research on the subject. The Digest points out that attitudes regarding the education of such students have changed rapidly during the past few years, and that even if teachers speak only English, they can still provide a warm and supportive atmosphere in which their limited-English-speaking students can learn to communicate by speaking, listening, reading, and writing. The Digest presents several classroom case studies of coping strategies used by teachers and students and advocates particular care in choosing reading materials for the class and judicious use of resource persons from the surrounding community. Contains 10 references. (NKA)

ED 383 859 CE 069 170

Kerka, Sandra

Prison Literacy Programs. ERIC Digest No. 159.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-159

Pub Date—95

Contract—RR93002001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, *Correctional Education, *Correctional Rehabilitation, Crime Prevention,

*Literacy Education, Program Effectiveness, Program Evaluation, Recidivism, Rehabilitation Programs
Identifiers—ERIC Digests
Mastery of literacy skills may be a preventive and proactive way to address the problem of the high cost of imprisonment and the huge increase in the prison population. However, correctional educators contend with multiple problems in delivering literacy programs to inmates. Findings of the National Adult Literacy Survey indicate that, of the 5 levels measured, 7 in 10 inmates performed on the 2 lowest levels. Only 51 percent of prisoners completed high school compared to 76 percent of the general population. Some constraints on correctional education are as follows: overcrowding; prisoners' negative early schooling experiences, lack of self-confidence, or poor attitudes about education; uniqueness of prison culture; and more seriously, conflicting beliefs about the goals and purposes of corrections; and use of recidivism as an outcome measure. Successful prison literacy programs are learner centered and participatory; they put literacy into meaningful contexts; and motivate and sustain learner interest by providing engaging topics. Literacy programs should be tailored to the prison culture. Incentives are important motivators. Lack of funding and staff can be offset by using community and peer tutors. Model literacy programs include postrelease services. A range of evaluation criteria offers multiple ways to assess program effectiveness: instructional, behavioral, and postrelease. (Contains 15 references.) (YLB)

ED 383 858 CE 069 169
Imel, Susan
Workplace Literacy: Its Role in High Performance Organizations. ERIC Digest No. 158.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-158
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Cooperative Programs, Coordination, Employer Employee Relationship, Job Skills, Labor Force Development, *Literacy Education, Organizational Development, *Participative Decision Making, Teamwork
Identifiers—ERIC Digests, *High Performance Work Organizations, *Workplace Literacy
In a high performance work organization (HPWO), employee basic skills are just one of many components. HPWOs feature the following: they have flatter organizational structures, have work done by teams of highly skilled workers, and have a focus on quality, customer service, and continuous improvement. The collaborative approach to workplace literacy supports the goals of HPWOs in which workers are expected to be involved in the decision making related to their jobs. Part of this decision making involves management, workers, the union, and educators in a participatory process for planning, implementing, and evaluating workplace literacy programs. The collaborative approach to workplace literacy is based on these principles of good practice: there is no "quick fix"; all stakeholders are involved; process and practice are based on an empowerment model of literacy; workplace literacy initiatives accommodate and respect cultural, linguistic, and racial diversity; literacy is analyzed within the context of other workplace issues; upgrading programs are only one component of managing change; workplace basic skills programs are tailored to each workplace and its workers; and workplace upgrading programs should be voluntary. The limited research on literacy development and HPWOs supports the use of a collaborative approach to workplace literacy in a work environment moving toward a high performance model. (Contains 10 references.) (YLB)

ED 383 857 CE 069 168
Lankard, Bettina A.
Business/Industry Standards and Vocational Program Accountability. ERIC Digest No. 157.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-157
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Competency Based Education, *Educational Certificates, Job Skills, Postsecondary Education, *School Business Relationship, Secondary Education, *Standards, *Student Certification, *Student Evaluation
Identifiers—ERIC Digests
The gap between existing skills and desired or required skills is the impetus for the development of business/industry standards. Professional associations have taken the initiative in setting skill standards; state licensing exams are used to certify workers in some occupations. An impending work force crisis has triggered a demand for accountability. The Perkins Vocational and Applied Technology Education Act has further defined the need for standards, and many states have been challenged to develop them. Within the U.S. educational system, the trend toward competency-based education makes it possible to place occupational standards and certifications within a theoretical framework. The National Vocational Qualifications developed in Great Britain are one example of competency-based skill standards used to assess performance. Findings of a study visit to Denmark and Great Britain suggest the need for the expansion of occupational standards to include the core or common skills that cut across occupations and affective as well as cognitive skills. National skill standards benefit workers, employers, teachers, administrators, and state departments of education. They offer the following: certification of skill attainment, portability, assurance that certified workers have a predictable level of competence, definition of the skills and knowledge that must be taught, and a fair means by which vocational programs can be evaluated. Implementation of national skill standards requires collaboration among employers, employees, and educators. (YLB)

ED 383 856 CE 069 167
Lankard, Bettina A.
Business/Education Partnerships. ERIC Digest No. 156.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-156
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, *Cooperative Programs, Coordination, *Corporate Support, *Partnerships in Education, Postsecondary Education, *School Business Relationship, Secondary Education, Shared Resources and Services, Vocational Education
Identifiers—ERIC Digests
Since the early 1980s, more and more businesses have been motivated to enter into business/education partnerships to improve the academic and technical skills of the future work force. In the one-to-one institutional partnership, the needs of one school and/or one business drive the agreement. As partnerships expand to involve multiple partners, the agreements become more complex and the benefits more far reaching. When businesses engage in collaborative partnerships, they look for benefits that affect their operation, productivity, and profit line. Because the benefits of business/education partnerships are related to the goals of the partnerships, they are better described within the context of their particular focus. Those focusing on classroom teaching and learning expose teachers to new technology, give them authentic work, and assist them in transferring work experience into classrooms. The impact of these experiences is the belief that partnerships are an investment in the future. Partnerships that focus on vocational education program development can involve cooperative development of materials and business supply of equipment and grants and funds. In partnerships that focus on cooperative apprenticeships, community colleges receive equipment, facilities, and training for faculty; benefits to business are remedial programs for employees, onsite administrative support provided by the college, and college-assisted recruitment of new trainees. Work experience programs are another focus of partnerships. (Contains 11 references.) (YLB)

ED 383 783 UD 030 453
Schwartz, Wendy
School Programs and Practices for Homeless Students. ERIC/CUE Digest, Number 105.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-95-2; ISSN-0889-8049
Pub Date—Apr 95
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Ancillary School Services, Costs, *Disadvantaged Youth, Economically Disadvantaged, Educational Policy, *Educational Practices, Elementary Secondary Education, *Homeless People, Program Implementation, *Urban Schools, Urban Youth
Identifiers—ERIC Digests, Shelters, Stewart B McKinney Homeless Assistance Act 1987
In response to the Stewart B. McKinney Homeless Assistance Act and its amendments, most urban schools have created special programs for homeless students to help them succeed academically and to offer them access to social services and a safe and stress-free environment. Recruitment, enrollment, and service coordination policies are adapted to the needs of the children and the community. Ways to educate homeless students range from total segregation to complete mainstreaming. Educating homeless children in schools for them alone may be prohibitively expensive. Another way to serve homeless children as a group is to move classes to shelters to reach children who cannot come to school. Integrating homeless children into the school as quickly as possible is a more common approach, intended to avoid stigmatization and to nurture the psychosocial development of the students. Increasing overall well-being is the goal of most school policies for homeless students, whether they focus on instruction, curriculum, tutoring, or ancillary services. Respect and caring can do as much as discrete educational strategies. (Contains 6 references.) (SLD)

ED 383 695 SP 036 038
Reconceptualizing Professional Teacher Development. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-94-2
Pub Date—Jun 95
Contract—RR93002015
Note—4p.; This ERIC Digest was adapted from the article: Dilworth, M.E., & Imig, D.G. (1995, Winter). Professional teacher development. The ERIC Review, 3(3), 5-11.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Competency Based Education, Elementary Secondary Education, Higher Education, Holistic Approach, *Inservice Teacher Education, Mentors, Partnerships in Education, *Preservice Teacher Education, *Professional Development, Professional Development Schools, Reflective Teaching, School Based Management
Identifiers—ERIC Digests, *Reform Efforts
This digest highlights ways in which new and seasoned teachers are developing a repertoire of skills and knowledge that complement education reform efforts. For example, rather than seeing each stage of a teacher's professional life as distinct and separate, a more holistic view of the development of teacher from novice to advanced practitioner is recommended. Inservice programs must be recast to reflect the following paradigm shifts: (1) from deficit-based to competency-based approaches; (2) from replication to reflection; (3) from learning separately to learning together; and (4) from centralization to decentralization or site-based management. New concepts that have emerged in the past decade

include professional development, partner, or clinical schools; educational partnerships; and mentoring programs. Societal issues such as crime, drug and alcohol abuse, poverty, homelessness, and child abuse have also influenced how teachers practice and are trained. To meet these challenges greater collaboration between social service providers and educators has become necessary. Results of this collaboration are evident in comprehensive service programs involving schools of education, medicine, nursing, criminal justice, and social work. (Contains eight references.) (LL)

ED 383 694 SP 036 037

Dilworth, Mary E. Imig, David G.

Professional Teacher Development and the Reform Agenda. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-1

Pub Date—Jun 95

Contract—RR93002015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Licensing Examinations (Professions), Partnerships in Education, *Professional Development, Professional Development Schools, *Schools of Education, *Teacher Certification, Teacher Education

Identifiers—ERIC Digests, National Board for Professional Teaching Standards, *National Goals, Professionalization of Teaching, *Reform Efforts

To transform and revitalize education and to acquire the knowledge and skills needed to instruct and prepare all American students for the next century, teacher education and professional development have been designated as one of the National Education Goals (added to the original six in 1994). The goal suggests that practicing teachers are key to the transformation of schools. This digest identifies schools of education, teacher licensing, and teacher certification as areas integrally tied to enhanced teaching and therefore essential to professional development. Emphasis is placed on forging new relationships between schools and schools of education and focusing attention on professional development and the establishment of new regulatory policies for licensing and relicensing teachers. It is also pointed out that the term "teacher certification" has recently come to have the same meaning in education as it does in other professions–a designation of advanced practice in a specialized area, based on a voluntary system of application and assessment. The conclusion is that professional development must promote teachers' continuous learning, integrating new knowledge about teaching and learning within the social contexts in which teaching takes place. (LL)

ED 383 693 SP 036 036

Abdal-Haqq, Ismat

Professional Standards Development: Teacher Involvement. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-93-8

Pub Date—Jun 95

Contract—RR93002015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accreditation (Institutions), Educational Change, Educational Improvement, Educational Trends, Elementary Secondary Education, *Standards, Teacher Certification, Teacher Influence, *Teacher Participation, *Teacher Role

Identifiers—ERIC Digests, *Professionalization of Teaching, *Standard Setting

This digest provides a brief overview of the work of several influential standards-setting bodies established during the last decade and summarizes the primary ways in which classroom teachers participate in deriving, testing, implementing, and evaluating standards. The federal government is helping to shape the movement to develop rigorous content, performance, and delivery standards through legislation, such as the Goals 2000: Educate America Act, and through financial support of standards development projects. Other influential organizations involved in standards development include professional associations, such as the National Council of Teachers of Mathematics, the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium, and the National Council for the Accreditation of Teacher Education. In order to acquire a broad base of support for their efforts, most of the major standards development projects in recent years have attempted to involve significant stakeholders in U.S. education, including teachers, in the process. Teacher involvement in professional standards development includes: (1) authoring standards; (2) serving as field test subjects; (3) translating content standards into classroom lessons; (4) initiating standards-setting projects; and (5) monitoring and assessing standards-setting efforts. (Contains 23 references.) (IAH)

ED 383 518 RC 020 166

Huang, Gary

National Data for Studying Rural Education: Elementary and Secondary Education Applications. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-2

Pub Date—May 95

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25225-1348 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Databases, *Educational Research, Elementary Secondary Education, *Information Utilization, *National Surveys, *Rural Education, *School Demography, Student Surveys

Identifiers—ERIC Digests, *National Center for Education Statistics

This digest describes datasets of the National Center for Education Statistics (NCES) that are related to rural education, discusses potential uses of NCES data, and offers practical tips for accessing these data. NCES has primarily two types of data: population data on the school universe and national surveys. Two population databases are the Common Core of Data, which describes all U.S. public elementary and secondary schools and school districts, and the School District Data Book, which provides comprehensive data on school districts and communities and links sociodemographic complexities to schooling. NCES longitudinal surveys that follow cohorts of middle-school and high-school students for 10-14 years include the National Longitudinal Survey (beginning in 1972), the High School and Beyond Survey (beginning in 1980), and the National Education Longitudinal Survey of 1988. Cross-sectional surveys include the School and Staffing Survey, conducted every 3 years; the National Assessment of Educational Progress, collecting information on student performance for over 25 years; and the National Household Education Survey (1991). NCES data have a variety of uses in program planning and design, policy making (although rural-specific policy issues are inadequately covered), and scholarly research. NCES datasets use several measures of rurality; researchers are advised to check that the dataset used contains a suitable locale measure. Other suggestions for researchers include taking advantage of CD-ROM technology, obtaining customized datasets and tabulations from NCES, and attending NCES seminars. (SV)

ED 383 360 JC 950 282

Laanan, Frankie Santos

Community Colleges as Facilitators of School-to-Work. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-95-1

Pub Date—Mar 95

Contract—RI93002003

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Apprenticeships, Career Awareness, Career Education, *College Planning, *College Role, *Community Colleges, *Education Work Relationship, Employment Opportunities, Labor Force Development, Partnerships in Education, Program Costs, *School Business Relationship, Secondary Education, Two Year Colleges, Work Experience Programs

Identifiers—ERIC Digests, *School to Work Opportunities Act 1994, *School to Work Transition

The challenge of preparing young people for employment and facilitating the smooth transition from school to work has spurred the enactment of the federal School-to-Work Opportunities Act (STWOA), in May 1994. The intent of STWOA is to establish a national framework in which states can create work- and school-based learning systems that include activities to match students with employers. Community colleges play an integral role as facilitators of effective school-to-work systems in three ways: as a primary link between secondary and post-secondary education; by offering transition programs such as tech prep and cooperative and career education; and via collaborations with employers, the community, government, and labor organizations. Community colleges can strengthen the pathways between high school and higher education by coordinating courses of study at both levels; incorporating career exploration and decision-making into the curriculum; providing instruction in work attitudes, communication, and critical thinking skills; emphasizing continuous self-improvement in courses; and building upon existing job skills. Issues remain, however, regarding the grass-roots implementation of school-to-work programs, including what businesses' liability will be for student apprentices; who will pay for consistent assessment and outcomes measurement; who will set accountability standards and how they will be measured; and how employer-driven, work-based learning opportunities for young people will be ensured. (KP)

ED 383 278 HE 028 391

Gaither, Gerald And Others

Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-5

Pub Date—Jun 95

Contract—RR93002008

Note—4p.; For the full report see HE 028 392.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *College Outcomes Assessment, *Colleges, Educational Policy, *Educational Quality, Government Role, Higher Education, *Institutional Evaluation, Outcomes of Education, *Performance Factors, Productivity, *Universities

Identifiers—ERIC Digests, *Performance Indicators

This digest discusses the development and implementation of performance indicators in higher education, focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators. It discusses the public and political concern for increased emphasis on undergraduate education, productivity, accountability, and quality assessment at colleges and universities in the United States and other countries, in light of educational retrenchment and budgetary constraints. The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity, accountability, and quality in higher education. (Contains 6 references.) (MDM)

ED 383 242 FL 800 996

Shank, Cathy C. Terrill, Lynda R.

Teaching Multilevel Adult ESL Classes. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-02
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *English (Second Language), Grouping (Instructional Purposes), Independent Study, Instructional Materials, *Literacy Education, *Multilevel Classes (Second Language Instruction), Needs Assessment
Identifiers—ERIC Digests

Teachers in multilevel adult English-as-a-Second-Language classes are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes, explains grouping strategies, discusses a self-access component–independent work for learners, and offers suggestions for managing the classes. Contains 13 references. (JL)

ED 383 241 FL 800 995
Brod, Shirley
Outreach and Retention in Adult ESL Literacy Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-01
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Cooperation, *English (Second Language), Language Enrollment, *Literacy Education, *Outreach Programs, *School Holding Power, Second Language Instruction, Second Language Learning, Teaching Methods
Identifiers—ERIC Digests

Adults learning English as a Second Language (ESL) come from different cultures and countries, vary in their education backgrounds, and have diverse reasons for learning English. While reports of overcrowded classrooms and long waiting lists for classes might indicate that intensive outreach and retention efforts are not necessary, many successful programs work hard to enhance outreach and ensure retention. This digest discusses outreach methods, examines learners' reasons for enrolling in ESL classes and for leaving the classes, and suggests ways to improve retention. The digest is divided into the following sections: (1) outreach (learners, program partners, the media, bilingual support staff); (2) why learners enroll in adult ESL classes; (3) why adult learners leave programs; (4) ensuring retention from the start; (5) setting realistic goals and reporting progress; (6) using varied approaches to instruction; and (7) collaborating to provide services. (JL)

ED 383 227 FL 023 073
Rosenbusch, Marcia H.
Guidelines for Starting an Elementary School Foreign Language Program. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-09
Pub Date—Jun 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Elementary School Curriculum, *FLES, *Language Fluency, *Program Design, *Program Development, Scheduling, Second Language Instruction, Second Language Learning, *Second Language Programs
Identifiers—ERIC Digests

This digest provides useful information on starting an elementary school foreign language (FLES) program. Individual sections address the following: (1) cautions in planning a FLES program; (2) initiating the planning process; (3) designing the program, with special attention given to scheduling and language choice; (4) programs that lead to high levels of language fluency; and (5) determining program feasibility. (Contains 10 references.) (VWL)

ED 383 152 EC 303 976
Schelly, Cathy And Others
Vocational Support Strategies for Studeats with Emotional Disorders. ERIC Digest E534.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-94-5
Pub Date—Jun 95
Contract—RR93002005
Note—3p.
Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Emotional Disturbances, *Employment Potential, High Schools, Job Application, *Job Performance, Labor Turnover, Supported Employment, Vocational Adjustment, *Vocational Education, Vocational Evaluation, Work Attitudes
Identifiers—ERIC Digests

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

ED 382 901 CG 026 241
Schafer, William D., Ed.
Assessment in Counseling & Therapy. An ERIC/-CASS Special Digest Collection. Complete Resource Edition.
Association for Assessment in Counseling.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002004
Note—122p.
Available from—ERIC/CASS, School of Education, 101 Park Building, University of North Carolina at Greensboro, Greensboro, NC 27412-5001; e-mail: ericcass@iris.uncg.edu ($12.95 plus shipping).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ability Identification, Career Development, Counseling, *Counselor Training, Elementary Secondary Education, Group Testing, Individual Testing, *Institutional Evaluation, Performance Tests, *Program Evaluation, School Psychologists, *Student Evaluation, *Testing
Identifiers—*Assessment of Career Development, Diagnostic Research, Performance Based Evaluation

The purpose of this digest is to summarize major portions of the literature on assessment in counseling and therapy. In this collection of 32 digests, assessment is used to refer to assessment of clients as well as evaluations of program and counselor effectiveness. Recognized professionals have written about topics that are grouped into nine broad areas: (1) Assessment in Counselor Education and Evaluation–at all levels; (2) New Forms of Assessment–including performance assessment; (3) Assessment of Traits–particularly abilities, interests, self-concept, and temperament; (4) Assessment for Diagnosis–especially for children with disabilities; (5) Assessment in Career Development–focusing on different facets of the measurement of career interest; (6) Social Context of Assessment–addressing fair and ethical practices; (7) Modifications for Special Assessment Circumstances–such as computers and for children with disabilities; (8) School Psychologist's Roles in Assessment; and (9) Assessment Professionalism–including the need to look at research on evaluation and assessments. The document includes ERIC searches on assessments in counseling and therapy and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 382 900 CG 026 240
Hiebert, Bryan, Ed.
Exemplary Career Development Programs & Practices: The Best from Canada. An ERIC/CASS Digest Collection.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[95]
Contract—RR93002004
Note—155p.
Available from—ERIC/CASS, School of Education, 101 Park Building, University of North Carolina at Greensboro, Greensboro, NC 27412-5001; e-mail: ericcass@iris.uncg.edu ($14.95 plus shipping).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Collected Works - General (020)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Career Counseling, *Career Development, *Career Education, *Counseling Techniques, Counselors, Delivery Systems, Education Work Relationship, Elementary Secondary Education, Foreign Countries, Program Evaluation, School Guidance
Identifiers—*Canada, Career Guidance Program, Career Information

The inspiration for this document came from the "Creation and Mobilization of Counseling Resources for Youth Project (CAMCRY)" sponsored by the Canadian Guidance and Counseling Foundation (CGCF), which sought to provide the ideas and resources requisite for launching a nationwide initiative in career development and career counseling. Included in the book are 48 digests, each of which targets a specific aspect of career development and career counseling. The digests are divided into eight overarching topics: (1) national Canadian initiatives in career counseling; (2) career counseling with specific populations; (3) career education in schools; (4) approaches to career counseling; (5) career counseling methods and techniques; (6) delivery of career counseling services; (7) evaluation of career counseling; and (8) issues needing to be addressed in career counseling. The document includes ERIC searches on career development and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 382 455 SE 055 894
Haury, David L.
African Americans in Science: Books for Young Readers. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-2
Pub Date—Feb 95
Contract—RR93002013
Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biographies, Blacks, *Books, *Educational Resources, Elementary Secondary Education, Multicultural Education, *Reading Materials, Science Education

Identifiers—*African Americans, ERIC Digests

American society and classrooms are culturally multifaceted. However, people of color are woefully underrepresented in many professions, particularly those related to the sciences and allied technical fields. An expanding gap, for example, continues to separate the degrees of participation in science programs and careers among European Americans and African Americans. In an effort to fill this gap, many teachers are searching for methods and resources to aid in teaching the contributions that all ethnic groups have made in science. This listing, while intended for readers of all cultures and ethnic identities, contains a list of books and other resources of African American scientists, engineers, and inventors. (ZWH)

ED 382 412 PS 023 374

Espinosa, Linda M.

Hispanic Parent Involvement in Early Childhood Programs. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-3

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Cultural Awareness, *Cultural Differences, *Cultural Traits, *Early Childhood Education, Family Life, *Hispanic Americans, *Parent Participation, Parents, Parent School Relationship, Teacher Attitudes

Identifiers—ERIC Digests, Hispanic American Students, *Program Characteristics

To determine effective strategies for connecting Hispanic parents and their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanics' diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their peers. Educators should note some differences in the way Hispanic and other American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the school and teachers. Third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) a personal touch that includes personal meetings and home visits; (2) non-judgmental communication; (3) perseverance on the part of teachers in maintaining parents' involvement; (4) bilingual support; (5) administrative support; (6) staff development activities focused on Hispanic culture; and (7) community outreach efforts in which schools and programs serve as resource and referral agencies to support families. Contains 10 references. (BC)

ED 382 411 PS 023 373

Katz, Lilian G.

The Benefits of Mixed-Age Grouping. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-8

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperation, Elementary Secondary Education, *Mixed Age Grouping, *Peer Relationship, Teacher Expectations of Students, *Teacher Student Relationship

Identifiers—ERIC Digests, Nurturance

The intention of mixed-age grouping in early childhood settings is to increase the heterogeneity of the group so as to capitalize on the differences in the experience, knowledge, and abilities of the children. One of the benefits of mixed-age groups is that they provide a context in which older children's dispositions to nurture can be strengthened. Other benefits relate to ways of learning. Whereas single-age groups create pressures on children and teachers to expect the same knowledge and skills from all children, in groups of children with a wide age span, the range of behavior and performance likely to be accepted is wider. Results of experiments in which children worked in same-age or mixed-age groups of three have shown that in the latter, older children spontaneously facilitated other children's behavior. In a single-age triad, however, the same children became domineering. Mixed-age groups also provide social and intellectual benefits. In mixed-age groups, younger children are capable of contributing to far more complex activities than they could working by themselves. Both older and younger children benefit from discussions centering on tasks which one understands better than the other. Along with these benefits, there are risks related to mixed-age groups. Younger children might be overwhelmed or pestered by older children, or older children might gloat over their superior skills. Teachers can alleviate these risks by encouraging children to turn to each other for explanations and comfort, showing younger children how to protect themselves, and encouraging older children to read to or write down text for younger children. (BC)

ED 382 410 PS 023 372

Rothenberg, Dianne

Full-Day Kindergarten Programs. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-4

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Demography, *Full Day Half Day Schedules, *Kindergarten, Kindergarten Children, *Outcomes of Education, Primary Education, Social Development, Student Behavior, *Student Centered Curriculum

Identifiers—*Developmentally Appropriate Programs, ERIC Digests, Program Characteristics

Changes in American society and education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs. Full-day kindergarten is popular for a number of reasons. Full-day programs eliminate the need to provide buses and crossing guards at mid-day. In high-poverty schools, state and federal funding for at-risk students is often used to supplement all-day funding. Most important, research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades. One study found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than did half-day kindergartners. However, observers of trends in kindergarten scheduling argue that the issue underlying the value of kindergarten programs is that of creating developmentally appropriate learning environments for all kindergarten children, regardless of the length of the school day. Developmentally appropriate, child-centered, all-day programs: (1) integrate new learning with past experience through project work, mixed-ability grouping, and mixed-age grouping; (2) involve children in first-hand experience; (3) emphasize language development; (4) work with parents to share information about their children; (5) offer a balance of small group, large group, and individual activities; (6) assess students' progress through close teacher observation; and (7) develop children's social skills. Contains 13 references. (BC)

ED 382 409 PS 023 371

Rothenberg, Dianne

The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-5

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Community, *Computer Mediated Communication, *Computer Networks, Databases, *Discussion Groups, Early Childhood Education, Electronic Mail, Elementary School Teachers, Library Catalogs, Online Searching, Preschool Teachers, Student Teachers

Identifiers—AskERIC, ERIC Digests, File Transfer Protocol, Gopher, *Internet, World Wide Web

This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

ED 382 407 PS 023 336

Meisels, Samuel J.

Performance Assessment in Early Childhood Education: The Work Sampling System. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-6

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Check Lists, *Early Childhood Education, *Portfolio Assessment, Student Development, *Student Evaluation, Student Records

Identifiers—ERIC Digests, *Performance Based Evaluation, *Work Sampling System (Meisels)

Performance assessment offers an approach to assessment different from that of group-administered standardized tests by documenting activities in which children engage on a daily basis. Flexible enough to reflect individual academic achievement and designed to evaluate elements of learning not captured by standardized tests, the Work Sampling System offers an exemplar of how performance assessment works in early childhood and the primary years. This system assesses and documents children's skills, knowledge, behavior, and accomplishments across a variety of education domains and as manifested on multiple occasions. It consists of three components: (1) developmental guidelines and checklists; (2) portfolios; and (3) summary re-

ports. The developmental guidelines and checklists assist teachers in observing and documenting children's progress across seven domains of development. These domains are divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. The guidelines that accompany the checklists make the process of observation more reliable and consistent. The checklists and guidelines create a profile of children's individualized progress. Portfolios, which are collections of children's work, provide a rich documentation of each child's experiences throughout the year. In the Work Sampling System, portfolio collections are based on two types of work: core items, which represent a particular area of learning within a single domain; and individualized items, which offer examples of children's work across domains. Summary reports, completed three times a year, consist of performance and progress ratings in each domain, and teachers' reflections and comments about the child's development. They are a means of translating the information in the checklists and portfolios into a more easily understood document for parents, teachers, and administrators. Contains seven references. (BC)

ED 382 406 PS 023 335

Kagan, Sharon L.

The Changing Face of Parenting Education. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-7

Pub Date—May 95

Contract—RR93002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, Coordination, Cultural Differences, Government Role, Parent Attitudes, *Parent Education, *Parenting Skills, Program Evaluation

Identifiers—Equal Access, ERIC Digests, *Parent Needs, *Program Characteristics, Voluntary Participation

Research has increased our knowledge about the relationship between demographic conditions, family life, and child outcomes. Such increased knowledge has filtered into public consciousness. American parents recognize they can benefit from help in meeting their parenting duties, and social service providers are responding to parents' needs. Parenting education and family support programs are growing in number and becoming increasingly diverse on many dimensions of program operation. What binds these diverse programs together is a common set of principles: (1) focusing on prevention; (2) working with the entire family; (3) viewing the family as an active participant in planning the program; (4) nourishing cultural diversity; (5) focusing on strength-based needs analyses programming, and evaluation; and (6) employing flexible staffing practices. Parenting education programs are also facing a number of important issues. These issues are: equity; the voluntary/involuntary issue; understanding parental competence across various cultures; program quality, and training and credentialing of parent educators; measuring program results in terms of what programs can be expected to accomplish and designing scientific evaluations to measure those results that interventions are intended to achieve; and the need to engage in cooperative planning, coordinated service delivery, and infrastructure development across programs, communities, and states. Contains nine references. (BC)

ED 382 197 IR 055 476

Oberg, Larry R.

Library Support Staff in an Age of Change: Utilization, Role Definition and Status. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-4

Pub Date—May 95

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, Continuing Education, *Librarians, Library Education, *Library Personnel, Library Services, Library Technicians, *Paraprofessional Personnel, Salaries, *Staff Role, Status

Identifiers—ERIC Digests, *Role Delineation, Task Overlap

Staff utilization, role definition and articulation, task overlap, educational requirements, certification, and status have been difficult issues within the library profession for most of this century, and remain mostly unresolved today. Over the past 20 years, library automation and declining budgets have caused the redistribution of the library workload, and given rise to this new category of employee, the paraprofessional, a position which has been largely uninhibited by associational policy or guidelines. Today, paraprofessionals administer major functional areas in the library, are assigned reference and information desk duties, perform a variety of systems work, and catalog most of the books added to collections, coming to dominate the technical service workforce. In the future, an increase in both tasks and responsibilities can be expected. This task overlap with professional librarians raises issues concerning salary, status, and professional education. A growing consensus suggests that the roles of librarians and support staff must be redefined, but before support staff roles can be put in order, librarians must first redefine their own roles. While agreement exists that the roles of all library staff must be clarified, the same issues remain unsolved: staff utilization, role definition, qualifications, and status. (Contains 10 references.) (MAS)

ED 382 157 IR 017 081

Komoski, P. Kenneth Plotnick, Eric

Seven Steps to Responsible Software Selection. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-6

Pub Date—May 95

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software Evaluation, Computer Software Reviews, *Computer Software Selection, Computer Uses in Education, *Courseware, Elementary Secondary Education, Instructional Materials, *Media Selection, Microcomputers, Needs Assessment, *Selection Tools

Identifiers—ERIC Digests

Microcomputers in schools contribute significantly to the learning process, and software selection is taken as seriously as the selection of text books. The seven step process for responsible software selection are: (1) analyzing needs, including the differentiation between needs and objectives; (2) specification of requirements; (3) identifying promising software, with a discussion of possible sources of information; (4) reading relevant reviews and where to find them; (5) previewing software with intended student group; (6) making recommendations on software for purchasing; and (7) getting post-use feedback to determine the conformance or discrepancy between objectives and actual student performance. (Contains six references.) (MAS)

ED 382 106 HE 028 307

Worth, Michael J. Asp, James W., II

The Development Officer in Higher Education: Toward an Understanding of the Role. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-4

Pub Date—95

Contract—RR93002008

Note—4p.; For the full report on which this digest is based, see HE 028 308.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *Finance Occupations, *Fund Raising, Higher Education, *Institutional Advancement, Leadership, Models, Private Financial Support, *Staff Role

Identifiers—*Development Officers (College), ERIC Digests

The literature in the field of higher education fund-raising places development officers into four roles: (1) salesman, which emphasizes soliciting gifts; (2) catalyst, working behind the scenes to support fund-raising activities of presidents and volunteers; (3) manager, which requires organizing fund-raising programs and staff; and (4) leader, with a voice in policy decisions beyond fund-raising. This digest proposes a "development officer paradigm" that depicts the relationships among these four roles. The model includes two "vectors," one describing internal and the other external development functions. The digest also discusses personality traits required for success as a development officer, the field of development as an art or a science, appropriate motivation for entering a development career, development as a "profession," the development officer's relationship to the college/university president and the trustees, the development officer's role in institutional planning, gift solicitation, additional research needed regarding the development officer's role, and future of the development officer's role. (Contains 6 references.) (JDD)

ED 382 092 HE 028 293

St. John, Edward P.

Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-3

Pub Date—94

Contract—RR93002008

Note—4p.; For the full report, see HE 028 294.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, N.W., Washington, DC 20036-1183 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Educational Economics, Enrollment, Federal Programs, *Financial Policy, Higher Education, *Investment, Minority Groups, Outcomes of Education, *Productivity, *Public Policy, School Policy, State Aid, *Student Costs, Student Financial Aid

Identifiers—ERIC Digests

This digest of a full report of the same title critically examines the cost controversy in higher education to better understand the types of financial strategies that can help resolve the crisis in college costs. A look at why these costs are so controversial finds that rapid rise in tuition, public debate about educational expenditures and real or alleged waste, and concerns over access, have increased debate about public funding of college costs and weakened public confidence in higher education institutions. In exploring the role of federal and state policies contributing to the controversy, the analysis finds changes in federal policy influenced the overall pattern of enrollment redistribution and indirectly influenced price increases in private colleges. At the state level the analysis finds that declines in state support have led to increases in tuition at public institutions, that decreased appropriations by states usually lead to increased tuition charges, decreased grants, and reduced minority participation. A look at institutional policies and their contribution to the controversy examines why prices increased, changes in productivity, and the quality of investment in higher education. Final sections explore whether the negative effects of cost increase can be reduced, improving productivity, and improving returns on education. (Contains 7 references.) (JB)

BEST COPY AVAILABLE

ED 382 035 FL 022 988

Kagan, Spencer

We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-95-08

Pub Date—May 95

Contract—RR93002010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Cooperative Learning, Elementary Education, *English (Second Language), Feedback, Second Language Instruction, *Second Language Learning

Identifiers—ERIC Digests

Language Acquisition is determined by a complex interaction of a number of critical input, output, and context variables. This digest examines these variables and reveals that cooperative learning has a dramatic positive impact on almost all of the variables critical to language acquisition. The examination looks at how cooperative learning transforms input, output, and context variables in the direction of facilitating language acquisition, suggesting the effectiveness of using cooperative learning to facilitate the learning of English as a Second Language. (JL)

ED 381 987 EC 303 943

McLaughlin, Margaret J. Warren, Sandra Hopfengardner

Using Performance Assessment in Outcomes-Based Accountability Systems. ERIC Digest E533.

Council for Exceptional Children, Reston, Va.; ERIC Clearnghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-4

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems," by M. J. McLaughlin and S. H. Warren; see ED 375 568.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Accountability, *Disabilities, Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Performance, State Programs, *Student Evaluation

Identifiers—ERIC Digests, *Performance Based Evaluation

This digest considers the use of performance assessment within outcomes-based accountability systems for students with and without disabilities. Application of performance assessment to students with disabilities involves defining the outcomes, developing performance standards, developing assessment accommodations, and scoring. Implications of using performance assessments for accountability are increased program costs, the need to set performance standards, and the need to specify outcomes and indicators. Considerations for including students with disabilities in outcomes-based accountability systems are the common set of outcomes across students, appropriate accommodations, and modifications of scoring standards. Programs in Kentucky, Maryland, and Vermont have adopted performance-based assessment in outcomes-based systems. Educators are urged to use strategies which increase the potential for success of students with disabilities when using performance assessments in outcomes-based systems. (DB)

ED 381 986 EC 303 942

Thurlow, Martha

National and State Perspectives on Performance Assessment. ERIC Digest E532.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-3

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "National and State Perspectives on Performance Assessment and Students with Disabilities," by Martha L. Thurlow; see ED 375 567.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Educational Assessment, Elementary Secondary Education, *National Programs, *Performance, Special Needs Students, Standards, *State Programs, Student Evaluation, Student Participation

Identifiers—ERIC Digests, National Adult Literacy Survey (NCES), National Assessment of Educational Progress, *Performance Based Evaluation

This digest examines issues concerning performance assessment of students receiving special education services. Issues addressed are: (1) need to infuse performance assessment into national programs including the National Assessment of Educational Progress (NAEP) and the National Adult Literacy Survey (NALS); (2) current lack of inclusion of students with disabilities in the NAEP and the NALS assessment programs due to exclusive guidelines and a lack of accommodations; (3) suggestions for increasing participation of students with disabilities in national assessments (such as clarification of guidelines and use of reasonable accommodations and adaptations); (4) need to infuse performance assessment into state programs; (5) current exclusion of students with disabilities on most statewide assessments; and (6) suggestions for increasing the participation of students with disabilities in statewide assessments (such as including students with disabilities in pilot tests and consideration of equity issues in crafting the assessments). (DB)

ED 381 985 EC 303 941

Elliott, Stephen N.

Creating Meaningful Performance Assessments. ERIC Digest E531.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-2

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "Creating Meaningful Performance Assessments: Fundamental Concepts," by Stephen N. Elliott; see ED 375 566.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, $5 minimum order prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Performance, *Student Evaluation, Test Reliability, Test Validity

Identifiers—ERIC Digests, *Performance Based Evaluation

This digest offers principles of performance assessment as an alternative to norm-referenced tests. The definition of performance assessment developed by the U.S. Congress's Office of Technology and Assessment is given, common features are listed, and the terms "performance" and "authentic" are defined. Suggested guidelines for addressing validity in performance assessments focus on internal characteristics of the assessment, the relationship of the measure to similar measures or future performance, and the intended effects of using the instrument. In providing evidence for the reliability and validity of performance assessment, evaluators are urged to address: (1) assessment as a curriculum event; (2) task content alignment with curriculum; (3) scoring and subsequent communications with consumers; and (4) linking and comparing results over time. Teachers are urged to use performance assessments in ways which will interact with instruction. (DB)

ED 381 984 EC 303 940

Fuchs, Lynn S.

Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment. ERIC Digest E530.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-1

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "Connecting Performance Assessment to Instruction," by Lynn Fuchs; see ED 375 565.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Based Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Learning, Mastery Learning, *Performance, *Student Evaluation, Teaching Models

Identifiers—ERIC Digests, *Performance Based Evaluation

This digest summarizes principles of performance assessment, which connects classroom assessment to learning. Specific ways that assessment can enhance instruction are outlined, as are criteria that assessments should meet in order to inform instructional decisions. Performance assessment is compared to behavioral assessment, mastery learning, and curriculum-based management. Three key features of performance assessment are distinguished: (1) students construct, rather than select, responses; (2) assessment formats allow teachers to observe student behavior on tasks reflecting real-world requirements; and (3) scoring reveals patterns in students' learning and thinking. An example of a performance assessment task is provided. Performance assessment is evaluated in terms of seven general criteria for assessment, such as the measurement of important learning outcomes; compatibility with a variety of instructional models; and ease of administration, scoring, and interpretation by teachers. (DB)

ED 381 893 EA 026 685

Lashway, Larry

Can Instructional Leaders Be Facilitative Leaders? ERIC Digest, Number 98.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-95-6

Pub Date—May 95

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Instructional Leadership, *Leadership, *Leadership Styles, *Participative Decision Making, Teacher Administrator Relationship

Identifiers—ERIC Digests

Today, prevailing views of leadership suggest that the principal's role should not be to direct others but to create a school culture in which decisions are made collaboratively. Such "facilitative" leadership exercises power through others, not over them. The basic question is whether or not these two leadership styles are mutually exclusive. The development of a school mission is an example of an administrative function that combines both leadership perspectives. Principals work to achieve consensus from stakeholders about the school's vision, but must also intervene with those who hold values inconsistent with commonly shared goals. Thus, formulating a vision is a continuing dialogue, rather than a one-time event. The Digest also describes

ways that a facilitative leader creates a positive learning climate, provides teacher feedback, and promotes teacher participation in curriculum and evaluation. In each task, relationships and teacher involvement are key elements. In conclusion, the evolution of facilitative approaches has not eliminated the underlying functions of instructional leadership, but today's principals are being challenged to carry out those functions in ways that are less direct and more collaborative. (LMI)

ED 381 869 EA 026 654
Gaustad, Joan
Implementing the Multiage Classroom. ERIC Digest, Number 97.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-5
Pub Date—May 95
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Cooperative Learning, Educational Innovation, Elementary Secondary Education, *Heterogeneous Grouping, Integrated Curriculum, *Mixed Age Grouping, *Nongraded Instructional Grouping, *Nontraditional Education, *Teacher Improvement
Identifiers—ERIC Digests

Multiage grouping and related instructional practices are being implemented with increasing frequency in classrooms across the nation. If implementation is carefully and knowledgeably planned, these innovations offer promising alternatives to traditional graded educational practices. This digest briefly describes issues to be considered before implementing such changes. It outlines what teachers and administrators need to know, the principal's role, organizational changes to be made ahead of time, and the importance of sufficient time and money. For example, schools that institute multiage grouping must also change their methods of instruction and facilitate developmentally appropriate practices. In addition, effective multiage teaching is more time-consuming than age-graded teaching, and schools should anticipate hiring additional teachers or paraprofessionals. (LMI)

ED 381 851 EA 026 558
Lashway, Larry
Facilitative Leadership. ERIC Digest, Number 96.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-4
Pub Date—Apr 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Behavior, *Administrator Responsibility, *Administrator Role, Educational Cooperation, Elementary Secondary Education, Interprofessional Relationship, *Leadership, *Leadership Styles, Organizational Climate, *Participative Decision Making, Professional Autonomy, Teacher Administrator Relationship
Identifiers—ERIC Digests, *Facilitative Leadership

Influenced by leadership developments in the private sector, educational researchers have increasingly focused their attention on "transformational" models of leadership that emphasize collaboration and empowerment. The facilitative leader's role is to foster the involvement of employees at all different levels. This digest summarizes current research on facilitative leadership. In contrast with traditional leaders whose domination is derived from formal authority and hierarchy, facilitative principals create environments in which teachers can work effectively. However, facilitation occurs within the existing structure, meaning that those accorded legal authority to ratify decisions continue to do so. Facilitative leadership requires that administrators trust and believe that others can and will function independently and successfully. It also requires the ability to utilize multiple frames of reference for understanding different aspects of organizational life. Tensions that accompany facilitative leadership include the blurring of accountability and the need to balance accommodation with an inflexible hierarchical system (for example, external pressure to act on issues). Finally, administrators interested in changing to a facilitative style are advised to start slowly; communicate their intentions clearly; adapt their strategies to individual variations; and avoid becoming preoccupied with formal structures, roles, and procedures. (LMI)

ED 381 849 EA 026 536
Lines, Patricia M.
Home Schooling. ERIC Digest, Number 95.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-3
Pub Date—Apr 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Child Development, Civil Liberties, Elementary Secondary Education, Family School Relationship, Government School Relationship, Home Programs, *Home Schooling, *Nontraditional Education, Private Education, School Attendance Legislation, Social Development
Identifiers—ERIC Digests

A small but increasing number of school-aged children are engaging in home schooling–pursuing learning at home or elsewhere in the community. This digest summarizes research findings on and issues around home schooling. It describes the historical roots of home schooling, the estimated number of participants, the constitutionality and legal issues surrounding it, and the resources available to home schoolers. The effect of home schooling on children's social development is also examined. Disagreement exists about which is more beneficial to children–spending more time with mixed-age groups or with their peers. Public opinion is divided about home schooling. It is primarily opposed by professional educators' unions and associations; however, the parents' right to homeschool their children is generally upheld by the American Civil Liberties Union, most state legislatures, and the majority of respondents to a Gallup poll. (LMI)

ED 381 530 SP 035 918
Abdal-Haqq, Ismat
ERIC as a Resource for the Teacher Researcher. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-7
Pub Date—Mar 95
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Action Research, Bibliographic Databases, *Computer Uses in Education, *Educational Research, *Educational Resources, Elementary Secondary Education, Higher Education, *Research Tools, Teacher Education, Teachers, Telecommunications
Identifiers—*ERIC, ERIC Digests, Teacher Development, *Teacher Researchers

This digest outlines salient characteristics of teacher-led research and its benefits to teachers and students. A discussion of selected resources for teacher researchers, which are available through various components of the Educational Resources Information Center (ERIC), follows the overview. Effective teacher research is an empowering professional development activity that can assist teachers in several ways: (1) it empowers teachers, giving them greater confidence in their ability to individually and collectively promote change; (2) it develops and improves intellectual and technical skills; and (3) it expands career opportunities. Because teacher research is typically driven by a teacher's desire to improve his or her practice, and because it is focused on a specific problem, students generally reap immediate benefits from the teacher's findings. ERIC can assist teacher researchers to plan, implement, and disseminate their research. Specific ERIC resources that may be particularly useful include the ERIC database, the AskERIC Virtual Library and other Internet-based resources, ERIC publications, and subject-specific ERIC clearinghouses. Examples of information from some of these specific resources found within the ERIC system are given, and contact information for identified resources is included. (Contains 16 references.) (IAH)

ED 381 480 SO 024 942
Stoltman, Joseph P.
The National Geography Content Standards. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-2
Pub Date—Mar 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Elementary Secondary Education, *Geographic Concepts, *Geography, *Geography Instruction, Map Skills, *Resource Materials
Identifiers—ERIC Digests, *National Geography Standards

This ERIC Digest discusses "Geography for Life: National Geography Standards 1994." The standards specify what students in U.S. schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped: (1) the world in spatial terms; (2) places and regions; (3) physical systems; (4) human systems; (5) environment and society; and (6) the uses of geography. Five skill sets for geography are presented with the content standards. The skills are: (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences. This Digest lists five reasons why geography standards should be used: (1) they reflect the scholarly contributions of geography to student learning in grades K-12; (2) constituent groups agree that the standards include what U.S. youth should know and be able to do in using geography; (3) they reduce geographic content to a manageable level; (4) they may be mixed and matched to provide for a content rich social studies; and (5) they will link all schools with common threads in the curriculum. Instructions for obtaining copies of the standards are included. Contains 13 references and ERIC resources. (DK)

ED 381 179 IR 055 475
Lopata, Cynthia L.
Integrated Library Systems. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-2
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Bibliographic Databases, *Database Management Systems, Futures (of Society), *Information Systems, *Integrated Library Systems, Library Administration, *Library Automation, Library Circulation, Library Technical Processes, Online Catalogs, Selection, Vendors
Identifiers—ERIC Digests
An automated library system usually consists of a number of functional modules, such as acquisitions, circulation, cataloging, serials, and an online public access catalog (OPAC). An "integrated" library system is an automated system in which all of the function modules share a common bibliographic database. There are several ways the integration of a system can be accomplished. The library can: (1) buy an integrated system from a single vendor; (2) purchase a variety of modules from different vendors and interconnect them; or (3) implement any number of purchased modules, then connect them to sources of information outside the library. Advantages of an integrated system include: duplication of effort in creating multiple copies of bibliographic records is eliminated; opportunities for errors are reduced when records are entered only once; and library staff and patrons can have access to all pertinent information at one location. Information is provided on the selection of an integrated system, implementation and management issues, and future trends in integrated library systems. A comparison is made between off-the-shelf and customized systems. (Contains seven references.) (MAS)

ED 381 178 IR 055 474
Smith, Marilyn E.
Access Points to ERIC: Update 1995. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-1
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, *Access to Information, Bibliographic Databases, *Educational Resources, *Information Services, *Information Systems, Online Systems, Online Vendors, Optical Data Disks, Periodicals, Printed Materials, Publications
Identifiers—ACCESS ERIC, AskERIC, *ERIC, ERIC Digests, Internet
ERIC has evolved from a research database into a multi-faceted information system. At the heart of ERIC is the world's largest education database, providing abstracts of more than 850,000 journal articles and documents from a wide range of public and private sources. The system also features a variety of additional products and services designed to put education information into the hands of people who need it. ERIC's goal of reaching diverse audiences, coupled with the rapid advancement of information technologies, has resulted in a larger than ever selection of access points to ERIC, the following of which are discussed in this digest: CD-ROM; online access through commercial services; locally-mounted systems and Internet access; print access; AskERIC; ERIC Digests and other ERIC publications; and ACCESS ERIC. Instructions are provided for acquiring ERIC articles and documents. (Contains 15 references.) (MAS)

ED 381 177 IR 055 473
Bruwelheide, Janis H.
Copyright Issues for the Electronic Age. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-3
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Copyrights, Facsimile Transmission, Fair Use (Copyrights), *Federal Legislation, *Intellectual Property, *Laws, Library Services, Multimedia Materials, Reprography
Identifiers—Copyright Law 1976, Department of Commerce, ERIC Digests
This digest focuses on a variety of issues confronting copyright law in the digital age. The current copyright law was adopted in 1976, and could not possibly have foreseen so many new technologies. However, it did attempt to cover all bases by using language which was intended to be somewhat elastic. A current report by the U.S. Department of Commerce, the "green report," has set forth some preliminary recommendations for dealing with digital information; the final report, the "white report," may result in proposed legislative changes to the copyright law. Areas in the report of special interest to educators and librarians include the discussion of the definition of multimedia, the right of "transmission," and library exemptions. Seven questions and answers concerning existing copyright law address copyright owner rights, fair use, "classroom exemption," lack of copyright and public domain, library scanning of reserve works into a database, and circulation of computer software. (Contains 11 references.) (MAS)

ED 381 018 FL 022 870
Curtain, Helena Haas, Mari
Integrating Foreign Language and Content Instruction in Grades K-8. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-07
Pub Date—Apr 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, Elementary Education, Instructional Innovation, *Integrated Curriculum, *Second Language Instruction, *Teaching Methods, *Thematic Approach
Identifiers—*Content Area Teaching, ERIC Digests
This Digest focuses on the method of teaching foreign languages in Kindergarten through Grade 8 using content-based instruction. In this approach, the foreign language is used as the medium for teaching subject content, such as mathematics or social studies. In content-based instruction, students become proficient in the language because the focus is on the exchange of important messages, and language use is purposeful. The Digest discusses ways of planning for content-based or thematic teaching, where the curriculum is organized around a thematic center. Activities that teach language concepts along with the content are interrelated and are planned to fit within the framework of a lesson or thematic unit. Three examples of planning for thematic or content-based teaching are provided, including a semantic map or web based on the solar system, a chart for planning a unit on Puerto Rico based on Gardner's Multiple Intelligences, and a chart for planning a content-based unit on architecture using the Unit Plan Inventory. Other helpful suggestions for planning lessons that integrate language and content instruction are provided. Contains five references. (JL)

ED 380 847 CS 508 868
Sensenbaugh, Roger
How Effective Communication Can Enhance Teaching at the College Level. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-05
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, College Students, Communication Research, *Communication Skills, Higher Education, Literature Reviews, Sex Differences, *Student Attitudes, Student Reaction, *Teacher Effectiveness, Teacher Student Relationship, *Teaching Assistants, Teaching Skills
Identifiers—*Communication Behavior, ERIC Digests, Teacher Immediacy
This digest focuses on verbal and nonverbal communication behaviors in the college classroom. The digest reviews research on the kinds of behaviors instructors, many of whom are graduate teaching assistants (GTAs), exhibit, and students' reactions to and attitudes about those behaviors. The digest also reviews research on teacher immediacy behaviors, differences in students' attitudes based on their gender and the gender of their instructors, and training methods for GTAs. (RS)

ED 380 401 SO 024 872
Bahmueller, Charles F.
National Standards for Civics and Government. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-3
Pub Date—Apr 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Citizen Role, *Citizenship Education, *Civics, *Curriculum Development, Democracy, Elementary Secondary Education, Instructional Materials, *National Programs, Social Studies, *United States Government (Course)
Identifiers—ERIC Digests, *National Civics and Government Standards
This ERIC digest discusses the National Standards for Civics and Government for students from grades K-12. The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government; (2) the foundations of American constitutionalism; (3) the functioning of American government and the place of democratic values and principles within it; (4) America's relations with the world; and (5) the roles of the citizen. Each of the five questions is followed by a statement that summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them. The overarching questions are: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of the citizen in American democracy? This last question is the culmination of the document and focuses on the ideal outcome of civic education. A key section of the Standards emphasizes how citizens take part in civic life. Contains nine references. (DK)

ED 380 310 SE 056 127
Reed, Michelle K.
Making Mathematical Connections in High School. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-4
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 125-126.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, High Schools, *Integrated Activities, *Interdisciplinary Approach, *Learning Activities, *Mathematics Instruction, Science Activities, *Secondary School Mathematics, Social Studies, Thematic Approach, Vocational Education, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, especially at the high school level, where so much emphasis is placed on distinct content courses. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in high school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and vocational. (Author/MKR)

ED 380 309 SE 056 126
Reed, Michelle K.
Making Mathematical Connections in Middle School. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-5
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 125-127.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Integrated Activities, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Learning Activities, *Mathematics Instruction, *Middle Schools, Science Activities, Social Studies, Thematic Approach, Vocational Education, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult, yet most important to achieve, especially at the middle school level, where students are first beginning to appreciate the real power of mathematics. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 17 sample activities appropriate for use in middle school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, thematic units, and vocational. (MKR)

ED 380 308 SE 056 125
Reed, Michelle K.
Making Mathematical Connections in the Early Grades. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-6
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 126-127.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Elementary School Mathematics, *Integrated Activities, *Interdisciplinary Approach, *Learning Activities, *Mathematics Instruction, Primary Education, Science Activities, Social Studies, Thematic Approach, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, yet is so helpful in motivating students in the early grades. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in the early grades to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and thematic approaches. (MKR)

ED 380 295 SE 055 956
Strutchens, Marilyn
Multicultural Mathematics: A More Inclusive Mathematics. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-3
Pub Date—Mar 95
Contract—RR93002013
Note—6p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bias, *Cultural Enrichment, Elementary Secondary Education, *Equal Education, *Mathematics Instruction, *Multicultural Education, *Social Structure
Identifiers—Diversity (Student), ERIC Digests

Until recently there have not been many links to students' culture in the mathematics classroom. This may be one of the major barriers to achievement of many groups historically underrepresented in mathematics, for these students may see mathematics as a subject that has very little meaning or value for their current or future lives. This digest discusses and illustrates Banks' five dimensions of multicultural education that provide a framework for empowering all students through multicultural mathematics education: content integration, knowledge construction, prejudice reduction, equitable pedagogy, and empowering school culture and social structure. (Contains 20 references.) (MKR)

ED 380 280 SE 055 895
Brosnan, Patricia A.
Learning about Tasks Computers Can Perform. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-1
Pub Date—Feb 95
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free in single copies).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Literacy, *Computer Software, *Computer Uses in Education, Elementary Secondary Education, *Technological Literacy, Technology Education
Identifiers—ERIC Digests, *Parent Resources

Knowing what different kinds of computer equipment can do is the first step in choosing the computer that is right for you. This digest describes a developmental progression of computer capabilities. First the basic three software programs (word processing, spreadsheets, and database programs) are discussed using examples. Next, an explanation of more advanced uses of the computer is given, including: graphics or drawing, multi-tasking or performing more than one job at a time, and telecommunications and e-mail. Finally, technological applications in education are discussed which include such topics as interactive video, hypertext and hypermedia, virtual reality, on-line multimedia libraries, and distance learning. Suggested resources for parents are included. (MKR)

ED 380 267 RC 020 058
Wright, Al
Reauthorized Migrant Education Program: Old Themes and New. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-1
Pub Date—Mar 95
Contract—RR93002012
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Eligibility, *Federal Aid, *Federal Legislation, High Risk Students, *Migrant Education, Student Records, Summer Programs
Identifiers—ERIC Digests, Improving Americas Schools Act 1994, Migrant Education Program, *Migrant Student Record Transfer System

The Migrant Education Program (MEP) was reauthorized for 5 years, effective July 1, 1995. Legislative changes in eligibility, priority for services, schoolwide projects, student record transfer, the summer funding formula, and consortium incentives make this the most sweeping one-time change in programming for migrant children and youth since the program's inception in 1966. Reduction in the eligibility period from 6 to 3 years, based on a single move, will remove about 200,000 formerly migrant children from the program. However, another revision that extends eligibility to migrant workers and their spouses through age 21 will add unknown numbers of older youth. A major change requires MEP grantees to give priority in the use of funds to migrant children who are failing or at risk of failing to meet state standards, and whose education was interrupted during the regular school year. Migrant educators believe that virtually all migrant students are at risk in relation to performance standards, and fear that this requirement may discourage families from remaining in home states until the end of the school year. The MEP includes other changes: allowing commingling of MEP funds with other funds in schoolwide projects serving migrant children; mandating replacement of the Migrant Student Record Transfer System with new means of counting migrant children and transferring records; mandating development of a new funding formula that reflects cost factors for different types of summer programs; and providing monetary incentives for interstate consortium arrangements that improve delivery of services. Contains seven references. (SV)

ED 380 240 PS 023 155
Swick, Kevin J. And Others
Family Involvement in Early Multicultural Learning. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-2
Pub Date—Mar 95
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Cultural Awareness, *Family Involvement, *Family School Relationship, Learning Activities, *Multicultural Education, Parent Education, *Parent Participation, *Parent Teacher Cooperation
Identifiers—ERIC Digests, Multicultural Materials

Recent studies suggest that the involvement of parents and teachers with young children provides natural opportunities for modeling and nurturing positive cultural attitudes. Strategies that support children's multicultural learning within a context of family involvement are of three types. The first of these is parent education and support. Teachers can

support parents by holding orientation meetings to discuss multicultural curricula, sharing multicultural information, and helping parents find resources. The second strategy involves school-family curriculum activities. Activities and resources for children, parents, and teachers include study groups on cultural issues, field trips, the use of materials from various cultures in the classroom, multicultural displays, and original books created by children and their families. Multicultural resources and activities specifically for children include family stories written by children and their parents, children's literature that exhibits a multicultural perspective, storytelling by adults to children, videotapes, audiocassettes, and music produced by children themselves. The third strategy relates to parent-teacher partnerships. Parents can participate in establishing multicultural guidelines for the curriculum and can serve as resource persons for teachers. Teachers can share with families items such as books and videotapes that have a multicultural focus. Using these strategies, families and teachers can prepare children to become sensitive members of a multicultural community. (BC)

ED 380 239 PS 023 153

Katz, Lilian G.

La Evaluacion del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-1

Pub Date—Feb 95

Contract—RR93002007

Note—3p.; Spanish translation of ED 372 875.

Language—Spanish

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affection, *Child Development, Childhood Interests, Curiosity, Eating Habits, *Evaluation Criteria, Friendship, Play, *Preschool Children, Preschool Education, Sleep

Identifiers—Authority, *Developmental Assessment, Emotional Expression, ERIC Digests, Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 380 238 PS 023 152

Katz, Lilian G.

El Metodo Llamado Proyecto (The Project Approach). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-94-16

Pub Date—Dec 94

Contract—RR93002007

Note—3p.; Spanish translation of ED 368 509.

Language—Spanish

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activity Units, *Curriculum Development, Early Childhood Education, Elementary Education, *Group Activities, *Learning Activities, Student Motivation, *Student Participation, *Teacher Student Relationship, Thematic Approach

Identifiers—ERIC Digests, *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 380 237 PS 023 151

La Disciplina Positiva (Positive Discipline). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-94-11

Pub Date—Jul 94

Contract—RR93002007

Note—3p.; Spanish translation of ED 327 271.

Language—Spanish

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, *Discipline, *Educational Practices, Elementary Secondary Education, *Self Esteem

Identifiers—ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. The digest explains 12 methods of disciplining children that promote children's self-worth. These methods are: (1) showing children that the reasons for their actions are understood; (2) stating reasons; (3) offering solutions; (4) indicating confidence in children; (5) demonstrating how a situation is handled; (6) redirecting children's attention; (7) avoiding accusation; (8) offering alternative choices; (9) helping children express their feelings; (10) establishing firm limits; (11) giving clear and simple directions; and (12) remembering that children need to experience and explore. The digest also lists activities that help create a positive climate that promotes self-discipline, notes harmful and negative disciplinary methods, and lists elements of good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (BC)

ED 380 236 PS 023 150

Guia Para Ver La Television En Familia (Guidelines for Family Television Viewing). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-94-12

Pub Date—Jul 94

Contract—RR93002007

Note—3p.; Spanish translation of ED 320 662.

Language—Spanish

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Family Problems, Guidelines, *Parent Responsibility, *Parent Role, *Programming (Broadcast), Social Action, *Television Commercials, *Television Viewing, *Violence

Identifiers—ERIC Digests

This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 379 966 FL 800 898

Schwarz, Robin Burt, Miriam

ESL Instruction for Learning Disabled Adults. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-94-08

Pub Date—Jan 95

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, Classroom Techniques, Diagnostic Tests, *English (Second Language), *Identification, Instructional Materials, Language Teachers, *Learning Disabilities, *Literacy Education, Screening Tests, Second Language Instruction, Student Evaluation, Teacher Education, Teaching Methods

Identifiers—ERIC Digests

Lack of success of some adult learners of English as a Second Language may be due to learning disabilities (LD). Review of research reveals that LD can affect every aspect of learning, impairing single or multiple skills and sometimes appearing in the second language when not in the first. Identification of adult ESL learners as having LD can be stigmatizing, and can be confused with other conditions or circumstances, including limited educational experience, lack of effective study habits, native language interference, mismatched learning and teaching styles, or external, personal problems. Standardized testing for LD learner assessment may be biased toward native English-speakers or younger learners, and multiple assessment measures are preferable. These include a native-language interview, portfolio assessment, phonological tests, and vision and hearing screening. Instruction should be highly structured and predictable, include opportunities for using several senses and learning strategies, provide constant structure and multisensory review, build on learner strengths, simplify language

but not content, and reinforce main ideas and concepts through rephrasing. Use of technology in this area is not well documented. Two programs funded to research assessment and teaching techniques for this population are in Arlington, Virginia and Minneapolis, Minnesota. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 965 FL 800 897
Holt, Grace Massey
Teaching Low-Level Adult ESL Learners. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-07
Pub Date—Jan 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Learning, Adult Students, Classroom Techniques, Educational Needs, *English (Second Language), *Instructional Materials, *Introductory Courses, Limited English Speaking, *Literacy Education, Media Selection, Needs Assessment, Second Language Instruction, *Student Centered Curriculum, Student Characteristics, Student Needs
Identifiers—ERIC Digests
In recent years, the English-as-a-Second-Language (ESL) teaching profession has made discoveries about teaching beginning or low-level adult learners (those with little or no schooling in their native languages, learners who may not be familiar with the Roman alphabet, those with learning disabilities, and those literate in their native languages but who wish a slower-paced class and would benefit from literacy-class activities). Assessment or screening can be made orally or through reading, writing, or classroom observation. Classroom techniques and approaches that relate directly to student needs and involve students actively are found most effective. They include: building on students' personal experiences; using students as resources; sequencing activities from less to more challenging; building redundancy into the curriculum; combining enabling skills with language experience and whole-language approaches; combining life-skill reading competencies with phonics, word recognition, word order, word spacing, reading words in context, and reading comprehension; using cooperative/interactive learning activities; and varying techniques for diverse learning styles. Instructional materials might consist of realia, flash cards, pictures or phonographs, tape recorder and cassette tapes, overhead projector and video player with related materials, a pocket chart, alphabet sets, camera, games, index cards, manipulatives, children's literature, and art supplies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 951 FL 022 837
Vaznaugh, Adriana
Dropout Intervention and Language Minority Youth. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-06
Pub Date—Mar 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *English (Second Language), Extracurricular Activities, High Risk Students, High Schools, High School Students, *Hispanic Americans, *Limited English Speaking, Mentors, Middle Schools, *Program Descriptions, Second Language Learning, Tutoring
Identifiers—California Partnership Academies, Coca Cola Valued Youth Program, ERIC Digests, Language Minorities, Project Adelante NJ
This digest describes three programs for middle and high school language minority students at risk of dropping out of school. Two of the programs are geared toward limited-English-proficient Hispanic youth, and the third, a vocational program, involves African-American students as well. The first program described is the Coca-Cola Valued Youth Program, which aims to help Hispanic middle and high school students achieve academic success and improve their language skills. In this program, middle and high school students are paired with elementary school students identified as being at risk of dropping out of school. The program's philosophy is that the tutors, by being placed in positions of responsibility, will improve their self esteem and academic performance. The goals of the second program, Project Adelante, are to improve the high school graduation rate of Hispanic students, increase their opportunities for college admission, and increase the number who enter the teaching profession. The California Partnership Academies Program represents a three-way partnership among state, local school districts, and supporting businesses. Goals are to provide academic and vocational training to disadvantaged students and to decrease youth unemployment. (Contains nine references and three program contacts.) (VWL)

ED 379 915 FL 022 697
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-03
Pub Date—Dec 94
Contract—RR93002010
Note—3p.; Based on three reports published by the National Center for Research on Cultural Diversity and Second Language Learning: "Two-way Bilingual Education: Students Learning Through Two Languages" (Donna Christian); "Two-Way Bilingual Education: A Progress Report on the Amigos Program" (Mary Cazabon, Wallace Lambert, and Geoff Hall); and "Students' Views of the Amigos Program" (Wallace Lambert and Mary Cazabon).
Available from—User Services, ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education Programs, Educational Trends, English (Second Language), *Futures (of Society), Program Descriptions, *Program Effectiveness, *Program Implementation, Spanish, Spanish Speaking, *Student Attitudes, Testing
Identifiers—*Amigos Program MA, ERIC Digests, *Two Way Bilingual Education
Two-way bilingual education has taken root in many schools across the United Sates. In these programs, students develop dual language proficiency by receiving instruction in English and another language in a classroom that is usually comprised of half native speakers of English and half native speakers of the target language. Two-way programs work toward academic, language, and affective goals. Language minority students benefit from the opportunity to develop and learn through their native language as well as English, while English speakers achieve well academically in an immersion environment. The first part of this Digest looks at the issues involved in implementing a two-way program, future directions and concerns of two-way bilingual education, and emerging results of two-way bilingual programs. The second part of the Digest concentrates on the Amigos Program, a two-way program established in Cambridge, Massachusetts in 1985-86 that now serves nearly 300 students. Program design, program assessment, and student responses to program participation are highlighted. Contains eight references. (VWL)

ED 379 786 EA 026 535
Walker, Dean
School Violence Prevention. ERIC Digest, Number 94.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-2
Pub Date—Mar 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, College of Education, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Antisocial Behavior, Behavior Modification, *Behavior Problems, Educational Environment, Elementary Secondary Education, Intervention, *Prevention, *Student Behavior, *Violence
Identifiers—ERIC Digests
Tactics to deal with growing violence in schools have usually relied on removal of the offender by suspension or placement outside of the mainstream classroom. However, educators and psychologists are considering the prevention of violent behavior as both a more humane and cost-effective response to the problem. The relationship between school climate and school violence, the principal's role in the reduction of violence, strategies for teaching nonviolence to students, and preventative approaches for helping students with serious problems are described. Research has shown that violent student behavior can be alleviated through the development of a caring, inclusive school culture; programs that teach prosocial behavior and foster self-esteem; and collaboration with community social-service agencies. A highly visible principal can create school norms of nonviolence and community by cultivating relationships with students, encouraging a sense of ownership, and comprehensively addressing the roots of violent behavior, such as poverty, racism, and inadequate or abusive parenting. (LMI)

ED 379 664 CS 214 735
Lehr, Fran
Revision in the Writing Process. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-03
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, Cooperation, Elementary Secondary Education, Higher Education, *Revision (Written Composition), *Teacher Role, *Writing (Composition), *Writing Improvement, *Writing Instruction
Identifiers—ERIC Digests
Students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. To them, revision means correction. To correct this assumption, teachers' comments on papers should focus on more than mechanics. Teachers would do well to comment on the paper's content and to encourage students to investigate the most successful or most essential sections of the paper. Allowing students to collaborate in their writing, either with the teacher or with other students, helps students to grasp the concept of revision. Also, publishing student writing can be a powerful means of motivating revision. Whether computers help students to conceive of writing as a constant process of revision is not clear; research results are divided. Contains 18 references. (TB)

ED 379 637 CS 012 043
Collins, Norma Decker Aiex, Nola Kortner
Gifted Readers and Reading Instruction. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-04
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Elementary Secondary Education, *Gifted, *Reading, *Reading Instruction, Reading Research, *Student Needs, *Teacher Role, Whole Language Approach
Identifiers—Educational Issues, ERIC Digests
Questions about gifted readers and how best to teach them have been posed for years and continue to be posed by educators today. A review of current research helps to clarify how to identify gifted readers and what they need in the way of classroom instruction. The general consensus is that reading programs for the gifted should be specialized and should focus on critical and creative reading. Some programs which are currently popular in schools are the triad enrichment model, inquiry reading, and the Junior Great Books Program. Whole language classrooms (with their elimination of ability grouping) pose a special challenge for the teacher in educating the gifted reader. (TB)

ED 379 532 CG 025 669
Hinkle, J. Scott
Sports Counseling: Helping Student-Athletes. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-04
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, *College Athletics, *College Students, *Counseling Services, Higher Education, Student Needs
Identifiers—ERIC Digests
There has been a dramatic increase in interest and participation in sports during the past decade, and this increase has affected the college student-athlete. Approximately 10% of American college athletes suffer from problems appropriate for counseling interventions. There is a need for counseling professionals who are sensitive to interventions for student-athletes and who can address the psychoemotional needs of the student-athlete. The digest contrasts the role of the sports counselor with the role of the sports psychologist who is primarily concerned with performance. Counselors involved professionally with student-athletes must recognize the individual and group differences that characterize the athletic population. Women and minorities may differ in their needs to participate in sports and in the issues which arise as a result of their participation. It is emphasized that collegiate athletes rarely make it to the professional ranks or to the Olympics. The need for career development and life planning is stressed. The digest concludes that effective models and strategies for the implementation of sports counseling are needed. (NB)

ED 379 386 UD 030 314
Goodwin, A. Lin
Asian Americans and Pacific Islanders in Teaching. ERIC/CUE Digest Number 104.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-95-1; ISSN-0889-8049
Pub Date—Feb 95
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *College Faculty, Doctoral Degrees, Elementary Secondary Education, *Enrollment, Higher Education, Masters Degrees, *Pacific Americans, Population Trends, *Preservice Teacher Education, *Teaching (Occupation)
Identifiers—ERIC Digests
This digest reviews available data on Asians and Pacific Islanders (API) to assess their presence in the teaching profession. Although they are a rapidly expanding part of both the population and school enrollments, APIs constitute only one percent of all teachers, and are largely absent from teacher preparation programs, with their mean registration in such programs at about one percent. A national study conducted by the American Association of Colleges for Teacher Education (ACTE)/Metropolitan Life (1990) surveyed 472 students from 42 colleges of education on their teacher preparation experiences. Only 18 API students were included in the sample. Of those in teacher education programs, only one-third aspired to Master's degrees, as compared to 41 percent of Hispanics, 54 percent of Blacks, and 70 percent of Whites. Data from the National Center for Education Statistics (NCES) in 1994 show that APIs also constitute only 1.5 percent of teacher education faculty. APIs do receive doctorates in other non-education fields at disproportionately high rates. Understanding why APIs do not see teaching as an attractive profession, and the barriers that might prevent them from teaching is important for the effort to build a truly inclusive teaching force. (Contains 13 references.) (SLD)

ED 379 205 SO 024 782
Leming, Robert S.
Teaching about Landmark Dissents in United States Supreme Court Cases. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-1
Pub Date—Jan 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constitutional History, *Court Judges, *Court Litigation, Curriculum Development, Decision Making, *Dissent, Elementary Secondary Education, *History Instruction, *Opinions, Resource Materials, Social Studies, Teaching Methods
Identifiers—Betts v Brady, ERIC Digests, Minersville School District v Gobitis, Olmstead v United States, Plessy v Ferguson, *Supreme Court
This ERIC digest discusses the use of dissenting U.S. Supreme Court decisions in teaching about U.S. constitutional history. for most of its history, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (either affirming or reversing) and provides a rationale for its decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations that have a significant impact on U.S. law and society. In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree in some way with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based on their understanding of law, history, and policy. Unlike the Court's majority opinions, dissents have no legal force. They can, however, encourage federal legislation to reverse or limit the Court's decision. They may influence the Court in future decisions. This ERIC digest focuses on four exceptional cases, in which dissents have attained landmark status in U.S. legal history in that they influenced subsequent reversals by the Court or have come to articulate revised opinions of the Court. (Author/DK)

ED 378 924 HE 028 098
Keig, Larry Waggoner, Michael D.
Collaborative Peer Review. The Role of Faculty in Improving College Teaching. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-94-2
Pub Date—Mar 95
Contract—RR93002008
Note—4p.; For the full report, see HE 028 099.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *College Instruction, Evaluation Methods, Faculty Development, *Faculty Evaluation, *Formative Evaluation, Higher Education, *Instructional Improvement, *Peer Evaluation, Program Implementation, Program Improvement, Summative Evaluation, Teacher Attitudes, Teacher Participation
Identifiers—*Collaborative Evaluation, ERIC Digests
This digest, based on a full report of the same title, provides an examination of the improvement of college teaching and argues for the central involvement of faculty themselves in collaborative peer review and looks at some central issues and challenges to implementation. Since summative evaluation involved in tenure and promotion decisions cannot be an effective tool for instructional improvement, formative evaluation, assessment specifically designed to improve teaching, should be put into place alongside but apart from summative evaluation. Collaborative peer review is well suited to the formative evaluation task. Faculty can evaluate their colleagues' performance pre-interaction, at delivery, and post-interaction. They can also assess interrelationships among these stages and goals and objectives, methods and materials, and feedback. Methods can include direct classroom observation, videotaping of classes, evaluation of course materials, assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. Other formats and combinations of methods have been advocated. With improved processes, faculty may be more willing to participate in peer review. Teaching improvement through peer review can come about in a way that significantly enriches individual faculty members and their institutional academic community. Nine specific recommendations from a study of formative peer evaluation are included. (Contains 8 references.) (JB)

ED 378 847 FL 800 859
Schlessman-Frost, Amy
Collaboration in Adult ESL and Family Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-06
Pub Date—Dec 94
Contract—RI93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Bilingual Education, *Educational Cooperation, *English (Second Language), Ethics, Evaluation Methods, *Family Programs, Information Networks, Literacy Education, *Participative Decision Making, *Partnerships in Education, Telecommunications
Identifiers—ERIC Digests, *Family Literacy, New Mexico, Policy Issues
The current trend toward collaboration is having an impact on the fields of adult basic education and adult English-as-a-Second-Language (ESL) and literacy education. This digest looks at collaboration for adult ESL programs and for family bilingual and ESL literacy programs. It discusses the distinctions among cooperation, coordination, and collaboration; presents a framework for collaboration; reports on uses of technology for collaboration; and explores ethical considerations, evaluation concerns, and policy issues. Each of these areas is examined in turn, and it is concluded that: collaborative efforts can offer better services than individual agencies can offer separately; the democratic nature of collaboration should benefit all participants–while providing the best services to clients. An inset briefly notes two successful collaborations in New Mexico, one urban and one rural. (Contains 10 references.) (Adjunct ERIC Clearinghouse on ESL Literacy Education) (LR)

ED 378 846 FL 800 858
Quintero, Elizabeth
Valuing Diversity in the Multicultural Classroom. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-05
Pub Date—Nov 94
Contract—RI93002010
Note—4p.; Adapted, with permission, from "Immigrant Learners and Their Families: Literacy to Connect the Generations."
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Cultural Awareness, *Cultural Pluralism, Curriculum Design, Curriculum Development, *English (Second Language), *Family Programs, Family Role, *Literacy Education, Multicultural Education, Student Interests
Identifiers—*Diversity (Student), ERIC Digests
Increasingly, educators understand that learners represent a complex array of personal experiences, values, and intentions that can inform curriculum development and classroom instruction. This is particularly true of the diverse population in English-as-a-Second-Language (ESL) and family ESL literacy programs. Educators respect and honor their learners' ways of knowing when they create and work from curricula that emerge from issues important to them. In effective family literacy programs, diverse ways of knowing are explored and valued, and it is important that learning be multi-directional: children, parents, and teachers all learn from one another by sharing experiences. Participatory techniques, such as comparing social and family values of the cultures represented in the classroom, have several benefits: they provide a forum for discussing learner knowledge; do not force participants to devalue their own cultures; and provide valuable information for teachers and their own and other cultures. Comments of adults in intergenerational literacy programs reflect these benefits. Contains a brief list of references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 755 EC 303 653
Behrmann, Michael M.
Assistive Technology for Students with Mild Disabilities. ERIC Digest E529.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-12
Pub Date—Jan 95
Contract—RR93002005
Note—4p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5, prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assistive Devices (for Disabled), *Communication Aids (for Disabled), *Computer Uses in Education, Educational Media, Educational Technology, Elementary Secondary Education, Federal Legislation, *Mild Disabilities, Study Skills
Identifiers—ERIC Digests, Technology Related Assistance Individ Disabil Act
This informational digest considers assistive technology for students with mild disabilities in the context of Public Law 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988 which was designed to enhance the availability and quality of assistive technology devices and services to people with disabilities and their families. First, assistive technology devices are briefly described. Then seven areas in which assistive technology can assist students with mild disabilities are explained with examples. These are: (1) organization, (2) note taking, (3) writing assistance, (4) productivity, (5) access to reference materials, (6) cognitive assistance, and (7) materials modification. Contains three references and three suggested resources, and includes electronic resources. (DB)

ED 378 665 EA 026 425
Freeman, Jayne
What's Right with Schools. ERIC Digest, Number 93.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-1
Pub Date—Feb 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Accountability, Achievement Tests, College Attendance, *Comparative Analysis, Dropout Rate, *Educational Quality, Elementary Secondary Education, Higher Education, High School Graduates, International Education, *Performance, *Public Schools, Socioeconomic Influences
Identifiers—ERIC Digests
Is the criticism of today's public schools and its employees unwarranted? This document highlights some data that cast the performance of American public schools in a more favorable light. Contrary to popular belief, today's students compare favorably with those in the past and with students in other countries. A higher percentage of American students complete high school than ever before, and many go on to college. Students who directly enter the workplace are generally well prepared. The digest traces the decline in SAT scores to changes in the demographics of test takers, and shows how comparisons with other nations do not reflect cultural differences. For example, in many countries the tests are taken by an elite group of students who have more hours of instruction and practice than students in the United States. Nearly 60 percent of American students progress to postsecondary studies and about 26 percent receive bachelor's degrees. Finally, social and economic conditions have a large influence on the educational system's ability to perform its task. (LMI)

ED 378 587 CS 214 708
Cobine, Gary R.
Effective Use of Student Journal Writing. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-02
Pub Date—95
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Dialog Journals, Elementary Secondary Education, English Instruction, Higher Education, *Journal Writing, Reader Response, *Student Journals, Writing Exercises, *Writing Strategies
Identifiers—ERIC Digests, Writing Contexts, *Writing Development
Student journal writing can connect reading, writing, and discussing through activities that accommodate diverse learning styles and that further students' linguistic development. The various uses of journal writing can be incorporated into one compact student notebook. A notebook for an English class might consist of a dialogue journal as a preface, a literary journal as the body of the notebook, and a subject journal as the glossary. By keeping a dialogue journal, a "conversation in print" with the teacher, students develop during a semester from self-expressive writers to expressively communicative writers. By keeping a literary journal (a written record of personal responses to passages from literature) students read actively, responding throughout their reading. A subject journal, a record of written responses to expository texts, could serve as the glossary of the student notebook by including: (1) responses to background readings such as biographies, histories, and genre students; (2) a personalized dictionary of literary and linguistic terms for investigation; and (3) a personalized stylebook of rhetorical, grammatical, and mechanical concerns. (RS)

ED 378 462 CG 025 668
Feller, Rich And Others
School Counselor Role in Planning and Integrating Basic Skills. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-03
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, *Counselor Role, Elementary Secondary Education, *Planning, *School Counseling, *School Counselors
Identifiers—ERIC Digests
This digest considers the school counselor's role in helping students to acquire the basic skills they will need throughout their lives. A contemporary definition of basic skills includes not only the modern versions of the "three Rs" (reading, writing, and computing), but also encompasses a variety of attitudes, knowledge, and behaviors (learning to learn; verbal/nonverbal communication; adaptability; personal management; group effectiveness; influence; and the abilities to understand technology, apply scientific knowledge to work situations, and balance family and work). The most promising models for helping school counselors take an active role in integrating these new basic skills across the curricula are comprehensive counseling and guidance programs. Four interactive components of comprehensive counseling and guidance programs are: (1) the guidance curriculum; (2) individual planning; (3) responsive services; and (4) system support. The need to integrate academic and vocational instruction is discussed and challenges to school counselors are presented. The digest concludes that, through comprehensive counseling and guidance programs, school counselors can help ensure that all students receive instruction in the basic skills through an integrated program of vocational and academic coursework; and that this coursework combined with a commitment to planning can be the key to students' lifelong success. (NB)

ED 378 461 CG 025 667
Schmidt, John J.
Counselor Intentionality and Effective Helping. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-05
Pub Date—Apr 94
Contract—RR93002004
Note—4p.
Available from—ERIC/CASS, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Effectiveness, *Counseling Techniques, *Counselor Attitudes, *Counselor Characteristics, *Counselor Role, *Helping Relationship
Identifiers—ERIC Digests
This digest on counselor intentionality notes that the counseling profession has historically searched for characteristics and behaviors that contribute to successful helping relationships. It identifies one such characteristic, the counselor's level and degree of intentionality, as relating to the notion that successful counselors select their helping behaviors and choose specific strategies with a clear purpose and direction. A section on background begins with Rollo May's introduction of the concept of intentionality as a client characteristic in the late 1960s and goes on to trace the development of the concept through Ivey's (1994) description of counselor intentionality as a process of "acting with a sense of capability and deciding from a range of alternative actions." The next section focuses on the bipolarity of intentionality, noting that intentionality can be either constructive or destructive. The risks surrounding unintentionality are then discussed. A sec-

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tion on research of counselors' intentions notes that preliminary studies have concluded that some relationships exist between counselors' intentions and helpful processes. The digest concludes with a brief summary of intentionality in the counseling process. (NB)

ED 378 267 UD 030 240
Inger, Morton
Year-Round Education: A Strategy for Overcrowded Schools. ERIC/CUE Digest Number 103.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-9; ISSN-0889-8049
Pub Date—Dec 94
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, *Crowding, *Educational Environment, Elementary Secondary Education, Enrollment Trends, Parent Attitudes, Satisfaction, School Organization, *School Schedules, Student Attitudes, Teacher Attitudes, *Year Round Schools
Identifiers—ERIC Digests
Confronted by overcrowded schools and tight budgets, school districts in about 30 states are keeping schools open year round. This is not extending the school year; year-round students attend the same number of days as those on the traditional calendar, but the year-round students have several short breaks. More students can fit into existing buildings, saving millions on construction costs. Most year-round schools use a multi-track calendar, with the most popular schedule being 45 days of class (9 weeks) followed by 15 days off (3 weeks). The chief reason is to avoid the cost of building new schools. The primary educational benefit is that year-round schooling facilitates continuous learning and reduces the need for review. While community opposition is usually strong at the outset, parental attitudes become progressively more positive as the programs continue. Teacher acceptance, generally more favorable to begin with, also increases over time. In one survey, 82 percent of students were satisfied with year-round schooling. (Contains 8 references.) (SLD)

ED 378 108 SO 024 639
Trevaskis, David Keller
Mediation in the Schools. ERIC Digest.
Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—American Bar Association Chicago, IL. National Law-Related Education Resource Center.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-8
Pub Date—Dec 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict Resolution, Decision Making, Elementary Secondary Education, *Interpersonal Communication, Peer Counseling, *Problem Solving, *Resource Materials, *School Security, Student Behavior, Violence
Identifiers—ERIC Digests, Mediators, *Peer Mediation
This digest discusses mediation as a form of conflict management that is receiving widespread attention in schools. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk-free way to settle disputes for the parties involved. Unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools, are severely interfering with the learning environment of students. The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring fulltime police officers. Because such measures do not attack the causes of violence, there is a growing consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent. The Digest describes the formation of The National Association for Mediation in Education (NAME), provides an address and telephone number for the organization, and discusses how mediation is being used in the schools. The American Bar Association's five-part mediation procedure model is outlined. An 11-item list of references and ERIC resources concludes this digest. (DK)

ED 377 911 JC 950 047
Community Colleges: General Information and Resources. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-4
Pub Date—Jan 95
Contract—RR93002003
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, *Community Colleges, Enrollment, *Financial Support, National Surveys, Organizations (Groups), *Student Characteristics, *Teacher Characteristics, *Two Year Colleges
Identifiers—ERIC Digests, Internet
This digest offers general information about American community colleges and lists a variety of sources of additional information about these institutions. The digest provides the defining characteristics of community colleges and information on their curricula; statistics on enrollments and student characteristics; information on faculty characteristics; information on revenue sources; the names and addresses of nine organizations concerned with community college education; a list of periodicals focusing on community colleges; information on available Internet resources, including selected listservs, gophers, and usenet newsgroups; and a bibliography of 12 major publications on community colleges. The digest notes that: (1) there are 1,024 public community colleges and 445 private two-year institutions in the United States; (2) 42% of all first-time, full-time freshmen enroll in community colleges; (3) in fall 1991, credit course enrollment totaled 1.9 million full-time and 3.5 million part-time students nationally; (4) the average student age is 32 years, though the modal age is 19; (5) 57.5% of all community college students are women; (6) 72.2% of community college students are Caucasian, 9.2% are African-American, 8.3% are Hispanic, 4.5% are Asian, 1.1% are Native American, and approximately 1% are non-resident aliens; (7) approximately 46.7% of all minorities enrolled in higher education are attending two-year colleges; (8) community colleges employ 253,711 faculty, with 53.4% employed on a part-time basis and 64.9% holding a master's degree; (9) the average salary for faculty was $36,000 in 1992; (10) state appropriations accounted for 46% of the operating revenues in fall 1992, while tuition accounted for 20%; and (11) average charges for tuition in 1994 were $1,200 at public community colleges and $6,100 at private two-year colleges. (KP)

ED 377 880 IR 055 367
McKenna, Mary
Libraries and the Internet. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-6
Pub Date—Dec 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Computer Networks, Electronic Mail, Elementary Secondary Education, Futures (of Society), Higher Education, Information Literacy, Information Networks, Information Policy, Information Technology, *Legislation, *Library Administration, *Library Automation, Library Networks, *Library Services, *Policy Formation, Public Libraries, School Libraries, Special Libraries, State Federal Aid
Identifiers—ERIC Digests, File Transfer Protocol, *Internet, Telnet
The Internet is an international computer network encompassing thousands of smaller interconnected networks. This digest describes various uses of the Internet and its impact on libraries, as well as Internet-related library issues. The Internet applications of electronic mail (E-mail), telnet, and file transfer protocol (FTP) are briefly described. The impact of the Internet on libraries includes: leadership opportunities; cost and time savings; question answering services; international interlibrary loans; document delivery services; online transactions; government information; information sharing; and increased librarian visibility and value to the community. Internet-related issues are discussed with respect to academic, public, special, and school libraries. It is recommended that librarians take an active role in the formulation of national policy and legislation, creation and organization of services and resources, and be propetly trained in network literacy in order to provide programs for patrons to become network literate. (Contains 9 references.) (MAS)

ED 377 829 IR 016 954
Lucas, Larry W.
Say "YES" to Telephone Lines in the Classroom. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-7
Pub Date—Dec 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Classrooms, *Computer Mediated Communication, Costs, Discourse Modes, *Educational Technology, Electronic Mail, Elementary Secondary Education, Facsimile Transmission, Information Dissemination, Information Networks, *Information Transfer, Interaction, Research, Surveys, Telecommunications, *Telephone Communications Systems
Identifiers—ERIC Digests, *Internet, Telephone Usage, Texas Center for Educational Technology
In June 1994, the Texas Center for Educational Technology (TCET) posted a survey on several educational listservs and conference groups on the Internet requesting comments, observations, and opinions from educators having experience with telephones in classrooms. Most of the respondents agreed on the need to equip K-12 classrooms with modern communications tools including telephone lines to be used predominately for voice and computer communications. They indicated that the advantages of voice communications are improved parent/teacher and intra-and inter-campus communication, better discipline management, and increased teacher and student morale. Computer communications is beneficial because it allows teachers and students access to information for conducting research in almost any area of K-12 curriculum via e-mail, e-mail lists, newsgroups and the exchange of documents and data files. Potential negatives of voice and computer communications include abuse of the telephone line, disruptive phone ringing, that the telephone line is not the best access to the Internet, and that "garbage" is accessible through the Internet. FAX machines are another mode of communication via telephone lines, and can be used to send and receive information. The principal deterrent to the installation of telephone lines in the classroom is the cost. (MAS/DGM)

ED 377 782 HE 027 966
Teitel, Lee
The Advisory Committee Advantage. Creating an Effective Strategy for Programmatic Improvement. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-94-1
Pub Date—[94]
Contract—RR93002008
Note—4p.; For the full report, see HE 027 967.
Available from—George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrator Attitudes, *Advisory Committees, *College Administration, Colleges, Higher Education, Organizational Effectiveness, Policy Formation, *Program Improvement, *School Community Relationship, School Policy, Universities
Identifiers—Advisers, *Advisor Role, ERIC Digests
This digest is based on a full-length report (with the same title) on advisory committees to universities and colleges. Under decreased resources and increased pressures for more accountability, advisory committees are an effective way for colleges and universities to connect with their environments. An advisory committee is a group of volunteers that meets regularly on a long-term basis to provide advice and or support to an institution or one of its sub-units. They range from those that consult to university presidents on broad policy issues to committees that focus on specific tasks and decisions. Effective advisory committees meet regularly and work together to provide advice and support that contributes significantly to the program's or institution's improvements through this can take a range of forms depending on the individual circumstances of the committee and the institution. Whether advisory committees are effective is difficult to determine because of the range of definitions of effectiveness for particular groups and the scarcity of studies on the topic. The few existing studies are in the vocational education and community college sectors, and they document widespread existence of committees that exist on paper only. A committee is more likely to be effective if: (1) institutional representatives desire input, (2) committee members are knowledgeable, committed, and given some recognition; (3) committee processes are effective and meaningful; and (4) the expectations about the committee's role are clear. (Contains 12 references.) (JB)

ED 377 512 CS 214 679
Battistini, Janet
From Theory to Practice: Classroom Application of Outcome-Based Education. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-01
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Behavioral Objectives, Classroom Environment, *Competency Based Education, Elementary Secondary Education, Instructional Materials, *Language Arts, *Outcomes of Education, *Student Evaluation, *Teacher Role, Teacher Student Relationship, Theory Practice Relationship
Identifiers—ERIC Digests, *Outcome Based Education
Suggesting that all students are capable of learning and can achieve high levels of competency when teachers delineate their expectations, this digest focuses on Outcome-Based Education (OBE) in the language arts classroom. The digest delineates some of the tenets of OBE, including the necessity of clearly defined objectives, students having choices and options, and instructional levels determined after assessment of student mastery. The digest also discusses creating a community of readers and writers, ongoing assessment by students and instructors, and replacement of textbooks with tradebooks and authentic materials. The digest also imparts discussion of three secrets of success of an outcome-based education program: (1) attempt to have all staff in concert with the tenets of the program; (2) continue to conference with content area teachers; and (3) success is contagious. (RS)

ED 377 414 CG 025 624
Allen, Jackie M.
School Counselors Collaborating for Student Success. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-27
Pub Date—Jun 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Coordination, Cooperative Planning, Counselor Teacher Cooperation, Elementary Secondary Education, School Community Relationship, *School Counseling, *School Counselors, School Restructuring, Schools
Identifiers—Collaborative Inquiry, ERIC Digests
Living in a world-class society with information-age technology challenges American educators to improve their communication and collaboration skills. Recent discussions concerning the school counselor's role in education emphasized the need to achieve a clearer understanding of this role in educational reform, and a desire to improve counselor communication and collaboration within the school and in the community. Effective collaboration is built on the strong personal characteristics of the collaborator, a clearly defined system, and administrative support for change within the organization. Organizations which encourage collaboration will demonstrate evidence of: shared decision-making; the encouragement of multi-disciplinary efforts; leaders ready to restructure for change; and other features. Collaboration yields many benefits, including reduced competition for diminishing resources, elimination of service duplication, and diversified problem-solving. With stiffer competition and growing student needs, the only way to keep up with the diminishing resources and increasing demands is to collaborate with other educators in comprehensive health reform, to develop an integrated services model at the local school site, and to reach out into the community with school-to-work transitions linkages with business and industry. School counselors now have a chance to become proactively involved in the education reform taking place across the United States. (RJM)

ED 377 314 CE 067 699
Kerka, Sandra
Vocational Education in the Middle School. ERIC Digest No. 155.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-155
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, *Educational Objectives, Educational Practices, *Integrated Curriculum, Intermediate Grades, Junior High Schools, *Middle Schools, *Role of Education, *Vocational Education
Identifiers—ERIC Digests
Studies have confirmed that middle school students must learn to do the following: think about the future; recognize their responsibility for educational planning; broaden their aspirations beyond the stereotypes of gender, ethnicity, and socioeconomic level; develop and maintain self-esteem; develop complexity; understand how school relates to future life roles; and recognize the broad scope of work in the 21st century. Vocational education (VE) can help middle school students learn to do all these things; however, the high school model of VE cannot be imposed directly on middle schools. Instead, VE programs for middle schools must incorporate middle school concepts in the following ways: make exploration of life's work an integral part of the middle school core for learning to live and work in a culturally diverse world; reflect developmental needs by helping students recognize their interests, aptitudes, and abilities in age- and stage-appropriate ways; integrate vocational and academic education to promote intellectual development; and assist with development of social skills, personal values, and self-esteem through home economics/family life courses and the activities of vocational student organizations. Programs illustrating the application of these ideas are being implemented in New York, Wisconsin, North Carolina, and Illinois. (Contains 11 references.) (MN)

ED 377 313 CE 067 698
Imel, Susan
Guidelines for Working with Adult Learners. ERIC Digest No. 154.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-154
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Students, *Andragogy, *Classroom Environment, *Classroom Techniques, Educational Needs, *Equal Education, Needs Assessment, *Teacher Student Relationship
Identifiers—ERIC Digests
A review of Knowles' andragogical model (1984) and Pratt's writings (1988) on the appropriateness of learner-centered instruction established that, even though learners may need both direction and support, they can still be involved in designing/directing their own learning in meaningful ways. Adult educators can obtain information about the amount/type of direction learners require through needs assessments in which adult learners participate as partners. Adult educators can use the following strategies to create learning environments fostering a sense of support for and partnership with adult learners: capitalize on the first session, incorporate group work, break the traditional classroom routine, use humor, and support opportunities for individual problem solving. Because many adults have not previously experienced support or equality in the learning environment, they have often felt disconnected and disengaged from formal learning tasks. To engage such previously disengaged persons in the learning process, adult educators must take the following steps: consider their attitudes toward and knowledge about the variety of people they teach; think through the way they present their subjects or topics; and analyze their expectations for the potential of learners to ensure that they are not based on an individual's membership in a particular community. (MN)

ED 377 312 CE 067 697
Wagner, Judith O.
Locating Nonprint Materials in Adult, Career, and Vocational Education. ERIC Digest No. 153.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-153
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, *Audiovisual Aids, *Career Education, Information Networks, Information Retrieval, *Information Seeking, Libraries, *Nonprint Media, Resource Centers, *Vocational Education
Identifiers—ERIC Digests
This ERIC digest contains information regarding finding videotapes, audiotapes, CD-ROMs, computer software, and other nonprint materials about and/or for use in adult, career, and vocational education. Discussed first are the benefits of networking. Resource centers, curriculum coordination

centers, and libraries are discussed in terms of their potential as sources of nonprint materials. Forty-two producers of nonprint materials and publishers of directories and reviews of nonprint materials are listed along with their addresses, phone numbers, and the types of materials they produce and the aspects of adult, career, and vocational education covered in the materials. Concluding the digest is an annotated bibliography of six publications that list, discuss, and/or review nonprint materials in the fields of adult, career, and vocational education and that part of the ERIC database which is available through the ERIC Document Reproduction Service. (MN)

ED 377 311 CE 067 696
Lankard, Bettina A.
Cultural Diversity and Teamwork. ERIC Digest No. 152.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-152
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, Classroom Techniques, *Communication Skills, *Cross Cultural Training, *Cultural Differences, Educational Needs, *Educational Strategies, Skill Development, *Teamwork, *Vocational Education
Identifiers—ERIC Digests
In today's society, when increasing numbers of employees are being expected to work in teams and when cultural diversity is becoming commonplace in schools and workplaces, it is imperative that vocational and career educators prepare students for future interactions in a culturally diverse workplace. Communication differences between generations, genders, races, and cultures have been examined in recent best sellers and in professional publications in the field of education. The following strategies, which have been synthesized from publications dealing with various aspects/levels of education, are recommended for use by educators preparing students to interact with one another and work together in teams: nurture students' respect for other viewpoints, develop students' critical thinking skills, affirm the presence and validity of different learning styles, encourage equitable participation in the classroom, and emphasize the importance of teamwork in a multicultural society. Businesses and educators alike are recognizing the changing demographics of the labor force and are developing an awareness of the implications of changing customer profiles, staffing patterns, and student populations. The multicultural composition of the United States poses a challenge to educators; however, education for work in a multicultural society has significant value. (Contains 10 references.) (MN)

ED 377 271 UD 030 198
Raywid, Mary Anne
Selecting the Focus of a Focus School. ERIC/CUE Digest Number 102.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-8; ISSN-0889-8049
Pub Date—Nov 94
Contract—RR93002016
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Educational Change, Elementary Secondary Education, *Equal Education, *Organizational Effectiveness, School Districts, School Effectiveness, *School Restructuring, Selection, *Urban Schools
Identifiers—ERIC Digests, *Focus Schools, Reform Efforts
This digest discusses issues in the selection of an appropriate focus for a focus school. Schools with a theme and schools targeted for particular students, which are both components of the focus-school genre, have long been a part of the nation's education system. A number of school districts, especially in urban areas, have established focus schools to such an extent that 44 percent of the nation's multischool districts now have such schools. Equity issues and effectiveness concerns are issues of principle that must be considered. With regard to organization, the focus may be on the curriculum, the method of instruction, or the orientation or worldview embraced by the school. Any theme or focus must possess a logical coherence and transformative power. A school that fulfills its promise as a focus school is also a restructured school. Contains 15 references. (SLD)

ED 377 257 UD 030 120
Schwartz, Wendy
Improving the School Experience for Gay, Lesbian, and Bisexual Students. ERIC Digest No. 101.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-7; ISSN-0889-8049
Pub Date—Oct 94
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Educational Environment, Educational Legislation, *Equal Protection, High Schools, *Homophobia, *Homosexuality, *Lesbianism, *Policy Formation, Public Schools, Secondary Education, Social Support Groups, Staff Development, Student Behavior, *Student Rights, Urban Schools
Identifiers—ERIC Digests
This ERIC digest discusses meeting the needs of lesbian, gay, bisexual, and transgendered school youth, i.e., supporting their ability to learn while maintaining an environment for them that is free from physical and psychological abuse. It describes the various policy initiatives protecting the rights of lesbian and gay students and indicates that urban schools are now developing programs to help lesbian and gay students feel included and respected. Initiatives include the use of gay and lesbian support groups that can offer services such as counseling, peer support, health information, and referrals; curricula changes that include positive references about gays and lesbians and inclusion of gay studies courses; and appropriate training for school staff that can be delivered by gay service organizations. Special schools geared toward gays and lesbians, such as Harvey Milk High School in New York City, have also been developed. A list of suggestions is provided for districts and schools that want to develop supportive environments for gay and lesbian students without necessarily implementing a full-scale program or adding significantly to their budgets. (Contains 10 references.) (GLR)

ED 377 256 UD 030 119
Ascher, Carol
Gaining Control of Violence in the Schools: A View from the Field. ERIC Digest No. 100.
ERIC Clearinghouse on Urban Education, New York, N.Y.; National Education Association, Washington, DC. Center for the Revitalization of Urban Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-6; ISSN-0889-8049
Pub Date—Sep 94
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Conferences, Crime Prevention, Economically Disadvantaged, Educational Needs, Elementary Secondary Education, Federal Aid, Prevention, Public Schools, School Community Relationship, School Safety, *School Security, Secondary Education, *Student Behavior, Teacher Student Relationship, *Urban Schools, *Violence
Identifiers—ERIC Digests, National Education Association
This ERIC digest presents a summary of discussions from urban educators who addressed the issue of school violence at a National Education Association meeting held May 19, 1994. These educators note that American society is steeped in violence, particularly in urban areas, where children experience frustration, helplessness, and anger, and where they more often express that anger in violent ways. Schools in urban areas tend to be large, overburdened, and impoverished, which creates a disconnection between the teacher and student. There is increasing isolation between teachers and their peers, administrators, and the surrounding community. Security forces and metal detectors are making schools small fortresses, creating a feeling of false security, and Federal antiviolence funding is generally too restrictive or duplicative. Ideas for solving this problem include more appropriate in-service and long-term, preprofessional training not only for teachers but for virtually all school employees. Prevention programs must foster mutual respect among students and school staff. There must also be an expanded role for guidance counselors, greater involvement of parents, and an increased awareness of the posttraumatic effects on children who witness violence. Finally, planning for safe schools must involve school staff, parents, and representatives from community groups and agencies. (GLR)

ED 377 255 UD 029 948
Schwartz, Wendy
Anti-Bias and Conflict Resolution Curricula: Theory and Practice. ERIC/CUE Digest No. 97.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-3; ISSN-0889-8049
Pub Date—May 94
Contract—RR93002016
Note—4p.; For a related document, see ED 371 085.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Conflict Resolution, Directories, Educational Methods, Elementary School Students, Elementary Secondary Education, Equal Education, Minority Groups, Prevention, Profiles, Program Content, Program Design, *Racial Attitudes, *Racial Bias, Secondary School Students, Selection, Violence
Identifiers—Diversity (Groups), ERIC Digests
This report is based on information obtained from a survey conducted by the ERIC Clearinghouse on Urban Education and provides a brief overview of the different programmatic approaches to bias reduction and violence prevention. The characteristics of the projects are discussed in terms of their underlying philosophy, the issues covered, training methods used, and the targeted populations. It explains that different philosophies drive these projects, and that, although most training programs deal with all the issues–prejudice, bias, conflict resolution, discrimination reduction, and violence prevention- the emphasis placed on any one issue can greatly vary from program to program. Training methods also vary among programs from interaction between trainer and trainees to sole reliance on scripted programs. Important points in selecting a particular project are to understand that a project's underlying philosophy will significantly influence the target population being trained and that the service packages of the various projects differ as much as their programs do. To make the right match between program and target audience, therefore, it is important to gain as much detailed information as possible about every aspect of the project. (Contains 4 references.) (GLR)

ED 377 139 SO 024 693
Cox, John K.
Teaching about Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-10
Pub Date—Dec 93
Contract—RR93002014
Note—4p.
Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Christianity, *Culture Conflict, Current Events, Educational Resources, Elementary Secondary Education, *Ethnic Relations, *European History, Foreign Countries, *History Instruction, Islamic Culture, Violence, *War, World Problems
Identifiers—Bosnia and Herzegovina, Croatia, ERIC Digests, Yugoslavia
This digest provides facts and explanations about: (1) the peoples and places of the former Yugoslavia, including Bosnia- Hercegovina; (2) the collapse of Yugoslavia and the crisis in Bosnia-Hercegovina or "Bosnia"; and (3) the causes, conditions, and consequences of the Bosnian war. The history of Yugoslavia from 1918 to 1990 is discussed as well as allegiances of the various ethnic groups under the Hapsburg and Ottoman empires. The experiences of World War II are discussed from the Nazi satellite state run by local fascists in Croatia, to the Partisans of Tito in Yugoslavia. The collapse of communism and the political disintegration that began after Tito's death are described. Conditions and consequences of the Bosnian war include a terrible level of violence against civilians of all sides, refugees living in camps or who have fled to other countries, and a general destruction of cultural treasures. The brutality of the war is attributed to historic animosities and cultural divisions between contending groups especially those resulting from the viciousness of World War II and the history of struggle between Christians and Muslims in the Balkan with its literature and folklore on holy wars. Finally sources of information and materials for teachers are listed. These include a list of organizations that provide information and materials for teaching and learning about the peoples and countries of central and eastern Europe. Contains ERIC resources and a list of 8 references. (DK)

ED 377 138 SO 024 692
Pereira, Carolyn
Educating ESL Students for Citizenship in a Democratic Society. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-9
Pub Date—Nov 93
Contract—RR93002014
Note—4p.
Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Teachers, *Citizenship Education, *Cooperative Learning, Curriculum Development, Democracy, Educational Resources, Elementary Secondary Education, *English (Second Language), Instructional Materials, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
The growing population of "English-as-second language" (ESL) students in the United States need to learn how to cope with the rights and responsibilities of citizenship in the U.S. Because of this, civic education should pervade the curriculum for ESL students. This ERIC digest treats five facets of civic education for ESL students: (1) needs and goals, (2) content and curriculum materials, (3) use of cooperative learning, (4) use of outside resource persons, and (5) national organizations that provide resources for teachers. The process of acculturation is essential in the area of U.S. civic culture–government, laws, criminal and civil rights, and civic values. To live in any kind of harmony with U.S. institutions and to make a productive contribution to national democratic life, students from other cultures need both information about and experiences in the political system of the United States. The principles, practices, and values of U.S. constitutional democracy comprise the cultural core of our pluralistic society. Citizens in possession of the democratic civic culture are able to protect their private rights, pursue personal interests, and contribute to the public good. Because language is both the vehicle and the most profound expression of culture, learning English is an essential part of the civic education process. Both ESL teachers and social studies teachers can profit from professional development experiences in multicultural education. Cooperative learning in ESL classes includes positive interdependence, interaction within the group, accountability of individual students, and explicit teaching of small group skills. A resource list is included. Contains 13 references. (DK)

ED 377 121 SO 024 570
Wojtan, Linda S.
Ideas for Integrating Japan into the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—National Clearinghouse for United States-Japan Studies, Bloomington, IN.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-7
Pub Date—Nov 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, *Cultural Awareness, *Curriculum Development, Elementary Secondary Education, Foreign Countries, *History Instruction, *Japanese, *Multicultural Education, Resource Materials, Social Values, Teaching Methods
Identifiers—ERIC Digests, *Japan
This ERIC Digest discusses how, by studying Japan, the larger context of the Asia-Pacific region can be explored and students can be introduced to current realities. The top 5 competitive countries for 1994 were the United States, Singapore, Japan, Hong Kong, and Germany. Because of the increasing interdependence between the United States and Japan, and Japan's place as an important part of Asia-Pacific dynamism, it is imperative that U.S. students increase their knowledge and understanding of Japan. The study of Japan has important multicultural dimensions. Mutual understanding continues to be illusive because attempts to examine aspects of Japanese culture sometimes result in exchanging one stereotype for another. What is needed is an exploration of the historical, economic, geographic, and sociological reasons behind what seems to be a propensity for group orientation. Suggested strategies for teaching about Japan while ensuring cultural accuracy include: (1) utilizing multiple perspectives; (2) including historical context; (3) involving Japanese nationals and other community resource persons; (4) exploring the underlying values of the culture; (5) considering introducing the Japanese language; and (6) introducing contemporary topics. Two resources for teaching about Japan are discussed: (1) the National Clearinghouse for U.S.-Japan Studies; and (2) the Center for Educational Media (CEM). Also included is information on obtaining resources from the ERIC system. Contains a 9-item reference list. (DK)

ED 377 120 SO 024 562
Remy, Richard C.
Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-4
Pub Date—Aug 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Curriculum Development, *Democracy, Elementary Secondary Education, Foreign Countries, Instructional Materials, Preservice Teacher Education, Social Change, Social Studies
Identifiers—Education for Democratic Citizenship in Poland, ERIC Digests, Europe (East Central), *Poland
This ERIC digest discusses the Education for Democratic Citizenship in Poland (EDCP) project, a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. The digest discusses the background of the project, the project's original five major activities, and four new activities. Directors of and participants in the project are identified. A 7-item list of references and ERIC resources is included. The five original activities include: (1) a curriculum guide for civic education in Poland, funded by the National Endowment for Democracy; (2) a primary school civics course titled "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA); (3) a course for pre-service teachers, "The School in Democratic Society" funded by the Pew Charitable Trusts; (4) a network of five centers for civic and economic education, funded by the National Endowment for Democracy; and (5) an international conference on civic education, funded by the Polish Ministry, Mershon, USIA, and the Pew Charitable Trusts. The four new activities are: (1) the Society for Civic Education; (2) a close-up look at Polish Politics and Government, "Civic Polonus"; (3) a book for educators and policymakers; and (4) research on civic education and democratization in Poland. (DK)

ED 376 998 RC 019 856
Hendricks, Bruce
Improving Evaluation in Experiential Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-8
Pub Date—Nov 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Cooperation, *Evaluation Methods, *Evaluation Problems, Evaluators, *Experiential Learning, Interprofessional Relationship, *Program Evaluation, Research and Development, Student Evaluation, Theory Practice Relationship
Identifiers—ERIC Digests, *Teacher Researcher Cooperation
Although experiential education is really the oldest approach to learning, its practitioners have not had an easy time justifying its relevance in the modern educational world. Recent changes in the methodologies of evaluation have provided useful tools for experiential educators. Such tools can be used to refine programming, enhance student learning, and perhaps improve the credibility of the field. Qualitative approaches to assessment and evaluation are becoming more common, usually in addition to–but sometimes in place of–quantitative approaches. While past evaluation methods have provided evidence of the effectiveness of experiential learning techniques, the current challenge is to develop methods to answer questions about how experiential education works, including the transfer of experiential learning to other contexts. Eight criteria outlined by Eisner provide a framework for evaluation that is consistent with the premises of experiential education programs. The reliability, clarity, and usefulness of findings improve when several evaluation methods are used. Good evaluation also depends on improving relationships between practitioners and evaluators. Collaborative planning will improve the quality of evaluation design and the applicability of findings, while collaboration in the communication of findings will narrow the gap between research and practice. Several major impediments that keep evaluation findings from being read are outlined, along with responses to increase reader interest and ease of use. Contains 11 references. (SV)

ED 376 997 RC 019 855
Martin, Philip
Migrant Farmworkers and Their Children. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-7
Pub Date—Nov 94
Contract—RR93002012

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Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Production, *Agricultural Trends, *Demography, Disadvantaged, *Employment Patterns, Federal Programs, Foreign Workers, *Migrant Children, Migrant Education, Migrant Programs, *Migrant Workers, Seasonal Laborers, Undocumented Immigrants
Identifiers—ERIC Digests, *National Agricultural Workers Survey

This digest reviews the population characteristics of migrant and seasonal farmworkers and their children. Since the 1960s, federal programs for migrant workers and their families have multiplied. However, these programs have differing definitions for "migrant and seasonal farmworker," and no current data system provides a reliable count or profile of migrant children. In 1989 the U.S. Department of Labor initiated the National Agricultural Worker Survey (NAWS) to address fears that immigration reform would result in farm labor shortages. Considered by some researchers to be the best data currently available, NAWS suggests that, in 1989-91, there were about 840,000 migrant farmworkers who had 409,000 children traveling with them. Of these children, 36,000 also did farmwork. An additional 169,000 youth were farmworkers traveling without their parents. Migrant farmworkers were primarily Hispanics (94%), born in Mexico (80%), married with children (52%), in the United States without their families (59%), and mostly men (82%). Migrant farmworkers are the largest needy labor force in the United States. Their numbers are unlikely to diminish as labor-intensive crops make up over a third of total U.S. crop sales. Economic dislocation in rural Mexico is expected to accelerate Mexican immigration in the 1990s, and many new immigrants will speak Indian languages rather than Spanish. Programs that serve migrant farmworkers and their children will need flexibility to deal with this changing population. (SV)

ED 376 996 RC 019 854
Conway, George E.
Small Scale and School Culture: The Experience of Private Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-6
Pub Date—Nov 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, Educational Quality, Elementary Secondary Education, *Institutional Characteristics, Institutional Environment, Interpersonal Relationship, *Private Schools, School Attitudes, *School Size, *Small Schools
Identifiers—ERIC Digests, *School Culture, Sense of Community

It is a widely held perception in this country that private schools are superior to public schools. This digest examines school size and school culture as they relate to the high quality of education in private schools. The average private school is about half the size of the average public school. Reflecting Tonnies' (Ferdinand Tonnies, 1887) conception of "gemeinschaft" institutions, small private schools exhibit distinctive school cultures based on shared purposes, personal loyalties, and common sentiments. The large public school serves widely diverse stakeholders that rarely come together to develop local educational goals. Consequently, public schools are generally held accountable to school district or state goals, which tend to be quantitative and are addressed by technical solutions. While public schools must reflect diverse community sentiments, private schools are free to establish their own sentiments and actively profess them to students through institutional rituals and traditions. These institutional beliefs and customs are actively supported by parents, alumni, and teachers. Such shared sentiments may be part of the reason that good teachers remain in private schools, accepting salaries significantly lower than those in public schools. Many experts favor smaller schools over consolidated megaschools, and connect educational quality to a sense of community. But American public school leadership continues to build large schools in pursuit of cost effectiveness and curriculum diversity. Such strategies may be sacrificing positive school culture and meaningful educational reform. Contains 14 references. (SV)

ED 376 991 PS 022 936
Davis, Bernadette Caruso Shade, Daniel D.
Integrate, Don't Isolate! Computers in the Early Childhood Curriculum. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-17
Pub Date—Dec 94
Contract—DERR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Computer Assisted Instruction, *Computers, Computer Software, *Computer Uses in Education, Early Childhood Education, *Integrated Activities, *Integrated Curriculum, *Learning Activities, Microworlds, *Teacher Role, Teacher Student Relationship
Identifiers—ERIC Digests, Project Approach (Katz and Chard)

When computers are relegated to a single room in a school where children use them only occasionally, their potential impact on children's learning is minimized. When computers are integrated into the curriculum and are applied to real problems, however, children gain the ability to use computers as natural tools for learning. For example, when a teacher chooses a topic for an integrated study project, the class will define relevant concepts related to that topic and choose activities to explore those concepts. Sometimes computers will be the most appropriate tool for exploring the concepts. As they work on their project, children can use computer programs to construct stories with pictures, labels, and voice recordings; gather information from CD-ROM encyclopedias; compose and illustrate stories; and write letters to experts. Children can also use microworlds, or programs that help them discover concepts and cause-effect relationships, and serve as a bridge between hands-on experience and abstract learning. Teachers help children learn in computer-enriched classrooms by filling several roles. Initially, teachers serve as instructors to children in the use of computers. Later, as children gain more experience, the teacher's role moves to that of a coach. By using computers themselves, teachers can also serve as models to children Finally, teachers must be critics of computer software, learning to select the best software to enhance children's development. In all cases, teachers must remember that without proper integration of computers into the curriculum, the benefits of technology to children's learning cannot be fully achieved. Contains 12 references. (BC)

ED 376 990 PS 022 935
Kohn, Alfie
The Risks of Rewards. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-14
Pub Date—Dec 94
Contract—DERR93002007
Note—3p.
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Modification, Elementary Secondary Education, Feedback, Grades (Scholastic), *Incentives, Parent Child Relationship, Praise, *Rewards, *Self Motivation, Teacher Student Relationship, *Values
Identifiers—ERIC Digests

Among teachers and parents who avoid punishing children, many turn instead to the use of rewards. However, as with punishment, the offer of rewards can elicit temporary compliance but is no more effective at helping children become responsible people or self-directed learners. Extrinsic motivators, such as rewards, do not alter commitments that underlie behavior. Nor are rewards helpful at enhancing achievement. At least two dozen studies have shown that people expecting a reward for completing a task do not perform as well as those who expect nothing. This effect is robust across age, gender, and type of task. Other studies have documented the phenomenon that rewards cause people to lose interest in whatever they were rewarded for doing. Still other studies have shown that people who are offered rewards for performing tasks will generally choose the easiest task to perform. In the absence of rewards, by contrast, children are inclined to pick tasks that are just beyond their current level of ability. To deal with the implications of these data, classroom management practices that rely on rewards ought to be reconsidered. Assessment practices should be designed so that children experience success and failure not as reward and punishment, but as information. When children receive feedback in the form of information, they are helped to develop their own criteria for successful learning instead of encouraged to be dependent on securing someone else's approval, and they experience unconditional support instead of a positive response that is conditional on meeting someone else's demands. Contains 12 references. (BC)

ED 376 734 FL 022 616
Marcos, Kathleen
Internet for Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-04
Pub Date—Dec 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Databases, *Electronic Mail, *Language Teachers, Second Language Instruction, Second Language Learning
Identifiers—Electronic Journals, ERIC Digests, *Internet

After providing an overview of Internet, this Digest outlines information and services that Internet can make available. Specific focus is on the following: (1) electronic mail; (2) remote access to library and other databases; (3) subscription to lists and other electronic fora; (4) subscription to electronic journals; and (5) file transfer. A substantial resource list is included. Contains 17 references (including works consulted and works for further reading). (VWL)

ED 376 733 FL 022 615
Instructional Conversations in Native American Classrooms. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-05
Pub Date—Dec 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037 ($4).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Education, *American Indians, *Classroom Environment, *Cognitive Processes, Cultural Differences, North American Culture, *Sociolinguistics, *Student Motivation, *Teaching Methods
Identifiers—ERIC Digests, *Instructional Conversation, Native Americans

Research indicates that the instructional conversation (IC), a dialogue between teacher and learner in which prior knowledge and experiences are woven together with new material to build higher understanding, can be an effective method for raising the low academic achievement levels of various groups of Native American students. The IC contrasts with the "recitation script" of traditional western schooling, which is routinized and dominated by the teacher. In order for ICs to be a truly effective method, however, educators must take into account the following factors concerning the indigenous cultures of their students: (1) sociolin-

guistics; (2) cognition; (3) motivation; and (4) social organization. A description of each of these factors and their effect on the implementation of ICs among Native American populations is included in this digest. Contains 13 references. (VWL)

ED 376 707 FL 022 571
Oxford, Rebecca
Language Learning Strategies: An Update. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-02
Pub Date—Oct 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, Classroom Techniques, *Language Research, *Learning Strategies, Second Language Instruction, *Second Language Learning
Identifiers—ERIC Digests
This digest discusses second language learning strategies–specific actions, behaviors, steps, or techniques students used to improve their progress in apprehending, internalizing, and using the second language. The first section discusses characteristics of good language learners. The second section highlights research findings that suggest successful language learners often use strategies in an orchestrated fashion. In the third section, factors that influence the choice of second language learning strategies (i.e., motivation, gender, learning style) are listed. Subsequent sections address teaching students to use second language learning strategies), the problems in trying to classify second language learning strategies, and implications for further research. Contains 16 references. (VWL)

ED 376 695 FL 022 508
Hancock, Charles R.
Alternative Assessment and Second Language Study: What and Why? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-01
Pub Date—Jul 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Evaluation Methods, *Portfolio Assessment, Second Language Instruction, Second Language Learning, Second Language Programs, *Student Evaluation, *Testing
Identifiers—*Alternative Assessment, ERIC Digests
This digest discusses some of the practical implications of using alternative methods of assessing students in foreign or second language classrooms. First, assessment and testing are contrasted, and assessment is defined as an ongoing strategy through which student learning is not only monitored, but by which students are involved in making decisions about the degree to which their performance matches their ability. In the next three sections, alternative assessment, authentic assessment, and portfolio assessment are described, and suggestions are offered for why these methods are beneficial. A final section looks at what the implications are for incorporating alternative assessment in second and foreign language programs. Contains 16 references. (VWL)

ED 376 474 CS 214 597
Simic, Marjorie
Computer Assisted Writing Instruction. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-10
Pub Date—94
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Design, *Computer Assisted Instruction, Computer Uses in Education, Elementary Education, Peer Teaching, Teacher Role, Tutoring, *Word Processing, *Writing Instruction, *Writing Processes
Identifiers—Childrens Writing, ERIC Digests, *Process Approach (Writing)
Two factors contributing to the change in writing instruction have been (1) the research investigating the way writing is taught and (2) the computer. Proponents of the various writing models endorse writing as an ongoing, multi-stage process, with equal emphasis given to each of the stages. Educational computing has undergone a change of focus regarding how the microcomputer should be used in language arts, especially in writing. As a tool for practice in writing, the word processor's usefulness is unparalleled. Even a beginner can use the delete, strikeover, and insert functions to make simple changes. Teachers can get around the typical problem of too few computers in the classroom by having children write on paper first. The word processor has helped realize the advantages offered in process writing. Revising, editing, and printing multiple copies becomes easy. For effective use of the word processor, schools must make a commitment to its use, and the classroom teacher must make an even stronger commitment to invest a great deal of time in teaching students how to use it. The ideal situation would be to place the teacher at the front of a computer for whole-class instruction. However, a peer-tutoring system can also work. In any case, the key is as much "hands-on" activity as possible. (RS)

ED 376 459 CS 214 499
Inkster, Robert
Internships and Reflective Practice: Informing the Workplace, Informing the Academy. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-08
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Curriculum, English Departments, Field Experience Programs, Higher Education, *Internship Programs, *Literacy, Program Descriptions, School Community Relationship, Theory Practice Relationship
Identifiers—Educational Issues, ERIC Digests, *Reflective Practice, Saint Cloud State University MN, *Workplace Literacy
An internship program, created by the English Department at Saint Cloud (Minnesota) State University, is designed to respond to the current need for an improvement in the workplace literacy of many American workers. The internship and concurrent colloquium provide a crucial link between theory and practice, enabling learners to reflect critically and philosophically about their own and each other's practice, as well as workplace literacy practices in general. The program is intended to turn the English major at Saint Cloud State University into a vehicle for service in the organizational environment of the 21st century. Interns will receive both theoretical instruction and practical experience in the following: adult learning styles; theory and practice of adult education; formal and informal diagnostic methods; workplace literacy issues; small-group facilitation and communication; program planning and management; assessment methodologies and ethics; and articulation of individual and program goals and accomplishments. Successful interns will be equipped to move into other organizational sites in the private or public sector and become productive members of a workplace literacy team. The internship component of the program not only addresses current problems of literacy in the workplace but creates a new cohort of well-prepared workplace educators with practical experience. (RS)

ED 376 427 CS 011 853
Collins, Norma Decker
Metacognition and Reading To Learn. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-09
Pub Date—94
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Metacognition, *Reading Processes, *Reading Strategies, Student Characteristics, Study Skills, *Text Structure
Identifiers—ERIC Digests, *Reading to Learn
Integrating metacognitive skills into classroom instruction can help students to develop into active, independent readers and learners. B. Armbruster, in a summary of research on metacognition, examined reading to learn from a metacognitive perspective as it related to four variables: texts, tasks, strategies, and learner characteristics. "Text" refers to the textual features of learning materials which influence comprehension and memory. Different tasks that readers are required to perform require different processes. A related index of metacognitive development with regard to the task is the reader's ability to accurately predict his or her performance on the task. An additional category of metacognitive knowledge and control involves knowing how to remedy comprehension failures. Study strategies are important in reading to learn and can be applied to enhance text processing. A final category of metacognition in reading to learn is the awareness of the learner of his or her own characteristics–such as background knowledge, degree of interest, skills, and deficiencies. It is worth noting that learner characteristics, like texts, tasks, and strategies, are age and experience dependent. Awareness of metacognitive skills can be gleaned through instruction. (Contains eight references.) (RS)

ED 376 275 CE 067 423
Kerka, Sandra
Mandatory Continuing Education. ERIC Digest No. 151.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-151
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Adult Education, Competency Based Education, Job Performance, Lifelong Learning, *Professional Continuing Education, Professional Development, *Standards
Identifiers—ERIC Digests, *Mandatory Continuing Education
The chief arguments against mandatory continuing education for professionals (MCE) are as follows: it violates adult learning principles, MCE is punitive to those who participate voluntarily; evidence that it results in improved practice is lacking; programs are not consistently and uniformly available; and professionals should be accountable for effective performance, not participation. Proponents support MCE for a number of reasons: expecting voluntary participation is unrealistic, evidence suggests well-designed programs can influence effective practice, MCE provides equal access to a range of opportunities, and mandates are necessary to protect the public. Some feel the focus should be on improving content and delivery and consider competency-based standards the solution. Such standards are controversial because a mechanical approach that breaks down professional performance into discrete tasks or skills ignores higher-level aspects. Another flaw is the assumption that

performance is individual, disregarding its context. An alternative to debating the mandatory issue or appropriateness of competency standards is to improve continuing professional education. It should be accessible, affordable, and of high standards; relevant to individual learning needs, applicable to practice, and designed for different learning styles; viewed as part of the lifelong learning continuum; link practitioner competence to the ideals of public service and accountability; and consider the professional as an adult learner. Contains 9 references. (YLB)

ED 376 274 CE 067 422
Imel, Susan
Job Search Skills for the Current Economy. ERIC Digest No. 150.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-150
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Education, Career Information Systems, Career Planning, *College Graduates, Dislocated Workers, Economic Climate, Employment Opportunities, *Job Applicants, Job Application, *Job Search Methods, *White Collar Occupations
Identifiers—ERIC Digests
Even though the economy is recovering, recession and restructuring have permanently changed the way successful job searchers approach the task of finding employment. Many individuals who have been successful in their job search have adjusted the process to accommodate the recent recession and the continuing restructuring. Informal, external methods have taken on added importance as strategies for locating jobs. Those college students who have had positive job search outcomes used many of these strategies: they started early; they acquired job experience through internships and cooperative education; instead of waiting for employers to come to campus, they went directly to them; they made hunting for a job a full-time job; and they made use of all networks and connections. White-collar managers and employees who have successfully reentered the job market have often used these strategies: they approached their job search as if it were a full-time job; to tap into the hidden or unpublished job market, they made extensive use of their networks; they also used formal methods; and they turned to temporary or part-time work. The following conclusions are based on commonalities between contemporary job search strategies for new college graduates and for laid-off, white-collar workers: work experience pays off; finding a job must be thought of as a job; networking is essential; and use of information technology is the "wave of the future." (Contains 15 references.) (YLB)

ED 376 273 CE 067 421
Lankard, Bettina A.
Employers' Expectations of Vocational Education. ERIC Digest No. 149.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-149
Pub Date—94
Contract—RR93002001
Note—4p.; Update of ED 312 454.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Apprenticeships, Basic Skills, *Employer Attitudes, Employment Opportunities, Job Skills, Labor Market, Personnel Policy, *Personnel Selection, Postsecondary Education, Secondary Education, *Vocational Education, Youth Employment
Identifiers—ERIC Digests
Employers believe high school graduates have inadequate reading, writing, math, thinking, and communication skills. A declining number of good jobs for first-time workers can be attributed to employers' focus on retraining their remaining employees or in recruiting skilled and otherwise qualified workers who were laid off because of other organizations' downsizing efforts. A number of studies have been conducted to determine whether vocational education programs prepare students with those skills valued by employers. Most surveys in which employers compare employees who are vocational-technical graduates with general high school graduates reveal greater employer satisfaction with vocational-technical backgrounds. The appropriateness of the level of vocational-technical preparation desired by employers seems to vary depending upon the size of the organization each employer represents. Recommendations to ensure that vocational education will continue to deliver graduates who have the competencies demanded of the changing work force include teaching basic and technical skills and offering apprenticeship options. (Contains 10 references.) (YLB)

ED 376 272 CE 067 420
Lankard, Bettina A.
Career Education for Teen Parents. ERIC Digest No. 148.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-148
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Career Development, *Career Education, Daily Living Skills, *Early Parenthood, *Employment Potential, *Employment Programs, Job Skills, Job Training, Needs Assessment, Youth Programs
Identifiers—ERIC Digests
The demographic characteristics of teenaged parents reveal a majority who are aged 18-21, live in poverty, have dropped out of school, and are unemployed and unmarried. Their potential for high school graduation is often dependent upon their support network and life course adaptation. Employment patterns of teen parents show high unemployment and sporadic history for both sides. Given the educational, social, economic, and employment histories common among teenaged parents, career development is a priority for helping this group make the transition from adolescence to economic independence. A number of psychosocial factors have been identified as affecting the education and training of teen parents. Development of life skills has been suggested to help teen parents overcome the ramifications of their disadvantaged backgrounds. Several projects have been initiated to help teenaged parents in their transition to adulthood and economic independence: the Public/Private Ventures' Young Unwed Fathers Pilot Project, The Comprehensive Career Development Project for Secondary Schools in Tennessee, and the Adolescent Family Life Demonstration Projects. Three factors which greatly influence the implementation of the Adolescent Family Life employability programs and important across the other projects are: appropriateness of the program to the targeted population, the community network and influence, and after-care or post-program follow-up. Contains 6 references. (YLB)

ED 373 021 SO 024 559
Haakenson, Paul
Recent Trends in Global/International Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-6
Pub Date—Oct 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, Higher Education, *International Education, Multicultural Education, *Resource Materials, *Social Studies, Teacher Education
Identifiers—ERIC Digests, *Global Education
This ERIC Digest discusses recent trends in global or international education. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. The increasing interdependence of nations necessitates a global perspective on the part of young people as they face the 21st century. Attaining this world view may involve several approaches including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities. The literature on global or international education offers strong models and substantial resources for practitioners. The following six trends reveal sources of continued growth and support for global education: (1) expanding the international components of social studies at the elementary and middle school levels rather than only at the high school level; (2) developing standards for global education; (3) developing materials, curriculum designs, and staff development programs in global education under several projects; (4) increasing attention to global perspective in teacher preparation programs; (5) attempting to promote global education through state efforts; and (6) providing computer networking resources that focus on international communications and information exchange. This report discusses essential resources, and includes a list of nine references and resources available through the ERIC system. (DK)

ED 373 020 SO 024 558
Hoge, John D.
Achieving History Standards in Elementary Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-5
Pub Date—Sep 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Educational Objectives, Elementary Education, *Elementary School Curriculum, *History Instruction, *Resource Materials, *Social Studies, Teaching Methods, United States History, World History
Identifiers—ERIC Digests, National Education Goals 1990, National History Standards Project
This ERIC Digest discusses the National History Standards and their implementation in elementary education. The National Standards, along with recent research on history learning, have influenced curriculum guides, textbook revisions, and new instructional materials in various formats. This digest summarizes research on children's ability to learn history and different teaching methods. It explains that the National Standards project divides thinking skills into five categories: (1) chronological thinking; (2) historical comprehension; (3) historical analysis and interpretation; (4) historical research capabilities; and (5) historical issues analysis and decision making. Content standards are divided into three sets: (1) K-grade 4; (2) U.S. history for grades 5-12; and (3) world history for grades 5-12. The set of nine content standards for grades K-4 is divided into five topics: (1) living and working together in families and communities, now and long ago; (2) the history of students' own state or region; (3) the nation; (4) the history of peoples of many cultures around the world; and (5) historic discoveries in science and technology. This digest lists 10 periods or eras in which the 32 content standards in U.S. history are distributed. The 36 content standards in world history are distributed within 8 historical periods. The digest identifies teaching practices that develop historical knowledge, thinking skills, and interest in learning history. Good teaching practices include the use of children's literature, videotapes, and field trips. An 11-item list of references and ERIC resources is included. (DK)

ED 372 969 SE 055 049
Edwards, Thomas G.
Current Reform Efforts in Mathematics Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-94-5
Pub Date—Oct 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Change, Elementary Secondary Education, *Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Education, Teacher Education Programs, *Technology
Identifiers—ERIC Digests, *Reform Efforts

The current reform effort in mathematics education has its roots in the decade of the 1980's and the national reports that focused attention on an impending crisis in education, particularly in mathematics and science. Within this context, dozens of individual reform efforts have been initiated in recent years. Many have focused on the development of new curricula, others on teacher enhancement, some on both. Still others have taken the use of technology in mathematics instruction as their central theme. The projects listed in this digest are but a small sample of current efforts, but they serve to illustrate the diversity of programs nationwide. Programs discussed in this digest include: Connected Mathematics Project, Adventures of Jasper Woodbury, Maneuvers with Mathematics, Mathematics in Context, Quantitative Reasoning Project, University of Chicago School Mathematics Project, Atlanta Math Project, Teaching to the Big Ideas, Integrating Science and Mathematics Teaching for Middle School Underrepresented Students, Math Matters, New York City Mathematics Project, Project IMPACT, Quantitative Understanding–Amplifying Student Achievement and Reasoning; Cognitively Guided Instruction, Delaware Teacher Enhancement Project, Math Learning Center, Calculator and Computer Precalculus Project, Computer Intensive Algebra, Empowering Teachers in Computer-Intensive Environments, Geo-Logo, Graphing Calculator-Enhanced Algebra Project, and Calculus Curriculum Project. (Author/MKR)

ED 372 968 SE 054 908
Heimlich, Joe E.
Using the Child's Environment To Teach at Home and School. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-4
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Air Pollution, *Conservation (Environment), *Ecological Factors, *Ecology, Elementary Secondary Education, Energy Conservation, *Environmental Education, *Family Involvement, Water Quality
Identifiers—*Chemicals, ERIC Digests, Household Products

This digest details how global concepts of environmental education, the basic principles of ecology, and the importance of environmental responsibility can be made concrete for children at home and at school. Topics discussed are: basic principles of ecology, "What is the home?"–teaching environment through the home, and living and the quality of life–consumerism. Some important issues of environmental concern which are discussed in detail are: energy, water, air, household chemicals, and nature and humans. The digest includes a list of 11 environmental education resources for families. (Contains 11 references.) (MKR)

ED 372 967 SE 054 809
Hartog, Martin D. Brosnan, Patricia A.
Doing Mathematics with Your Child. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-3
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Reference Materials - Bibliographies (131) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Mathematics Achievement, *Mathematics Instruction, *Parents as Teachers, *Parent Student Relationship, *Parent Teacher Cooperation, *Resource Materials
Identifiers—ERIC Digests, Family Math

Parents have the wonderful opportunity and responsibility for nurturing children. This digest presents resources that will enable parents to fulfill their responsibility for developing their children's abilities to do mathematics, while at the same time encouraging more positive attitudes towards mathematics. The resources are divided into three areas: (1) activities initiated in the home, (2) activities initiated at school, and (3) special curriculum development projects that promote parent involvement. (Includes 22 references.) (MKR)

ED 372 966 SE 054 808
Thomson, Barbara S. Diem, Jason J.
Fruit Bats, Cats, and Naked Mole Rats: Lifelong Learning at the Zoo. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-2
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, *Conceptual Tempo, *Educational Environment, Elementary Secondary Education, Environmental Education, *Learning Modalities, *Lifelong Learning, Perceptual Motor Learning, Science Education, Teaching Methods, *Zoos
Identifiers—ERIC Digests, *Informal Learning

An informal study found that zoo visitors want to know not just the name, weight, and age of animals in a collection, but also about diet, reproduction, life span, and behavioral characteristics. What kinds of learning opportunities, beyond enhanced signage, can be offered to the sophisticated new breed of visitors in zoos, aquariums, and nature parks? This digest focuses on how learners process information and how professional staff and visitors can promote learning at the zoo. Discussion includes: informal learning environments, learning styles, implications for informal learning environments, and reflection as a retrieval strategy. (Contains 13 references.) (MKR)

ED 372 952 SE 054 564
Rillero, Peter
Doing Science with Your Children. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-1
Pub Date—Jun 94
Contract—RR93002013
Note—3p.
Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Concept Formation, Discussion (Teaching Technique), Educational Environment, *Educational Media, Educational Resources, Elementary Secondary Education, Family Involvement, Home Instruction, Instructional Materials, *Parent Materials, *Parent Participation, *Parents as Teachers, Parent Student Relationship, Science Education, *Science Materials, *Science Process Skills, Toys
Identifiers—Attitudes Toward Science, ERIC Digests, *Hands on Science

Skills in science (observing, inferring, measuring, communicating, classifying, predicting, controlling variables, interpreting data, and developing models) are not just essential for careers in science, but they are important for almost any career, as well as in daily life. This digest presents information on how parents can help develop their children's science skills and attitudes. The advice given is useful to parents of children of all ages. The topics of this digest include the following: (1) The Meaning of Science, (2) When Should Science Instruction Begin? (3) Science around the Home and Community (e.g., introduce children to stimulating environments, provide hands-on experiences, share science interests, etc.), and (4) Science Connections Home and School. The resource list contains: Sources of Science Activities; Reading, Computer Video, and TV Resources in Science; and Information on Parental Involvement. (Contains 27 references.) (PR)

ED 372 904 RC 019 746
Finley, Mary
Cultivating Resilience: An Overview for Rural Educators and Parents. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-5
Pub Date—Oct 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Community Role, *Educational Strategies, Elementary Secondary Education, *High Risk Students, Mentors, *Rural Education, *School Community Relationship, *Social Support Groups, Student School Relationship
Identifiers—ERIC Digests, *Resilience (Personality)

Resilience is a quality that characterizes children who, though exposed to significant stress and adversity in their lives, do not succumb to the school and life failures predicted for them. Recent research suggests ways that schools and communities can protect children from the threats that confront individuals and families. This digest interprets such findings for application in rural areas. The notion that schools and communities can nurture students' resilience and competence constitutes a radical shift away from the concept of "at risk" and its negative implications. Key protective factors found in families, schools, and communities include caring, supportive relationships; high expectations; and opportunities for social participation. Protective factors help develop resilient children who exhibit social competence, problem-solving skills, and a clear sense of personal autonomy and purpose. Because of their comparatively greater social capital, rural communities may have a head start on developing local efforts to nurture resilience. The development of such efforts includes several elements: (1) assessing local threats and setting priorities; (2) assessing and enhancing existing support systems; (3) promoting and celebrating mentoring relationships between children and adults; and (4) collaborating across agency and institutional boundaries. Resources on resilience, mentoring, and service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)

ED 372 903 RC 019 745
Flores, Judith LeBlanc
Facilitating Postsecondary Outcomes for Mexican Americans. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-4
Pub Date—Sep 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, College Bound Students, *College Preparation, *College Students, Educational Attainment, *Educational

Strategies, Higher Education, High Schools, Hispanic Americans, *Mexican American Education, Sex Differences, Student Attrition
Identifiers—Culturally Responsive Education, ERIC Digests, *Student Support Services
This digest addresses factors that may influence college completion and academic success for Hispanic students, particularly Mexican American students, enrolled in community college and four-year institutions. Recent research suggests that institutional practices in high schools have much to do with the low postsecondary participation rates of minority group students. Several innovative projects to counter such influences include community-based group tutorials and "untracking" of low- and high-achieving students. A number of barriers and problems reduce Hispanic rates of transfer from two- to four-year institutions and of four-year college completion. Suggestions to help students overcome alienation and other problems include support systems, guidance and counseling, minority group organizations and cultural centers, high involvement in both social and academic life, and favorable relationships with faculty and advisers. Other related issues are the importance of financial aid for Hispanic students, the higher educational attainment of Hispanic women versus Hispanic men, the benefits of Hispanic cultural elements and Spanish-language materials in the college curriculum, and research needs. (Contains 20 references.) (SV)

ED 372 899 RC 019 730
Demmert, William
Blueprints for Indian Education: Languages and Cultures. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-3
Pub Date—Aug 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indian Culture, *American Indian Education, *American Indian Languages, *Cultural Maintenance, *Curriculum Problems, Elementary Secondary Education, *Language Maintenance, *Native Language Instruction, Personal Narratives
Identifiers—ERIC Digests, Indian Nations At Risk Task Force, White House Conference on Indian Education
Reports from the Indian Nations At Risk Task Force and the White House Conference on Indian Education identify as a national priority the need to retain American Indian and Alaska Native languages both as central elements in Native cultures and as national resources. A personal narrative of an Alaska Native man who grew up in the 1930s shows the importance of his native language to his cultural upbringing, and the gradual decline of native language use across the generations of his family. A contributing factor to generational language loss was the efforts of American schools to assimilate Native children, which included punishing children for speaking their traditional language. Recent findings show that learning languages in addition to English can enhance academic performance and that developing a strong language and cultural base is strongly and positively related to high academic achievement. The conclusion reached by the Task Force and White House Conference is clear: parents, tribes, schools, and governments all have a responsibility to promote the continued use of Native languages for academic and cultural reasons. Eight recommendations for systemic change made by the conference committee responsible for language and cultural issues are listed. (KS)

ED 372 898 RC 019 729
Butterfield, Robin A.
Blueprints for Indian Education: Improving Mainstream Schooling. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-2
Pub Date—Jun 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, *American Indian Education, American Indians, *Cognitive Style, Cross Cultural Training, Cultural Differences, Educational Change, Elementary Secondary Education, Higher Education, *Multicultural Education, *Parent Participation, Public Schools, *Student Evaluation, Teacher Attitudes, *Teacher Education
Identifiers—Culturally Relevant Curriculum, ERIC Digests, *Indian Nations At Risk Task Force, White House Conference on Indian Education
The Indian Nations At Risk Task Force and the White House Conference on Indian Education suggested systemic reforms that would improve the education of Native students who attend public schools. These reforms focus on fostering intercultural harmony in schools, improving teacher preparation, developing instructional curricula and strategies that support diverse cultural needs and learning styles, including American Indian and Alaska Native (AI/AN) parents in the education process, and adopting a new paradigm for evaluation of AI/AN student progress and success. Proven practices that establish intercultural harmony in schools include developing positive self-regard in students; increasing intergroup contact under specified conditions; introducing in-depth multicultural activities at an early age; and engaging in activities that replace inaccurate information, negative attitudes, and discriminatory behavior. Non-Native educators need in-depth, sustained multicultural training to prepare for teaching culturally diverse student populations. A culturally relevant curriculum takes into account the interests and needs of AI/AN students and their learning strengths for visual, perceptual, and spatial information. Schools must make special efforts to include AI/AN parents, as this often improves student attitudes as well as achievement and behavior. Finally, more authentic indicators of learning, such as criterion-referenced tests or portfolios of student progress, are needed to measure AI/AN educational progress. (KS)

ED 372 897 RC 019 728
Howley, Craig
The Academic Effectiveness of Small-Scale Schooling (An Update). ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-1
Pub Date—Jun 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Disadvantaged, Dropout Rate, Educational Attainment, Educational Change, Elementary Secondary Education, *High Schools, *School Size, *Small Schools, Student Participation
Identifiers—ERIC Digests, Sense of Community
Research generally points to a negative relationship between school or district size and student achievement. When all else is held equal (particularly community or individual socioeconomic status), comparisons of schools and districts based on differences in enrollment generally favor smaller units. A recent study found that small elementary schools benefitted disadvantaged students most (by weakening the negative influence of background characteristics). A study of higher-order thinking skills found no significant differences in the performance of students in small rural high schools and those in larger high schools in more urbanized areas. Small school size is also associated with lower high school dropout rates. In spite of the apparent benefits of small school size for adolescents, policymakers still employ a powerful rationale to justify the continued creation of larger high schools. The charge is made that small high schools cannot provide a curriculum with adequate breadth and depth to meet students' diverse needs. Yet evidence suggests that a total enrollment of 400 students is actually sufficient to allow a high school to provide an adequate curriculum. In addition, research on grade-span configuration shows that eighth-grade students achieve best in an elementary K-8 setting. If restructuring truly is an aim of school reform, then the scale of schooling is a major structural issue. Making the institution of schooling more responsive to students may require a shift in metaphor from school as organization, where bureaucratic thinking inhibits true learning, to school as community, where learning is "nurtured" or "cultivated." (KS)

ED 372 875 PS 022 854
Katz, Lilian G.
Assessing the Development of Preschoolers. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-15
Pub Date—Oct 94
Contract—RR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affection, *Child Development, Childhood Interests, Curiosity, Eating Habits, *Evaluation Criteria, Friendship, Play, *Preschool Children, Sleep
Identifiers—Authority, *Developmental Assessment, Emotional Expression, ERIC Digests, Toilet Training
To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 372 874 PS 022 795
Wheeler, Edyth J.
Peer Conflicts in the Classroom. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-13
Pub Date—Sep 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Classroom Environment, *Conflict, *Conflict Resolution, *Peer Relationship, Play, Sex Differences, *Social Development, *Teacher Student Relationship, Verbal Ability, *Young Children
Identifiers—Adult Child Relationship, ERIC Digests
Recent theory and research suggest that peer conflict contributes to children's development and represents an important form of social interaction. Research has identified structural features of children's conflict as issues, such as control of objects or physical space; strategies, including aggressive and nonaggressive physical and verbal tactics; and

outcomes, such as an unresolved situation, an adult-imposed solution, one child's submission to another, or a mutually agreed-upon solution. Studies of children's conflicts indicate that age makes a difference in conflict resolution; the role of gender, however, is not as clear. Children's conflicts during play are influenced by the play setting, the children's prior relationships, and the presence of adults. Disputes are more likely to occur in closed than open play areas, children who were playing together before a conflict are more likely to resolve the conflict than children who were not playing together, and children more often generate their own solutions to conflicts when an adult is absent than when an adult is present. Implications for teachers and parents can be drawn from the research on children's conflicts. Teachers should: (1) be aware of children's intentions in an apparent conflict; (2) let children who are verbally competent try to resolve their conflict themselves; (3) note whether children were playing together before the conflict; (4) make play spaces accessible and provide ample play materials; and (5) help children, in conflicts characterized by physical strategies, to find words to use to express their feelings. (BC)

ED 372 759 IR 055 116

Lance, Keith Curry

The Impact of School Library Media Centers on Academic Achievement. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-94-2

Pub Date—May 94

Contract—RR93002009

Note—6p.; For the full report, see ED 353 989.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Learning Resources Centers, Librarians, Library Collections, Library Expenditures, Library Funding, *Library Role, *Library Services, Library Surveys, Media Specialists, Predictor Variables, *School Libraries

Identifiers—Colorado

This study was designed to update the existing research and to examine the relationship between library media programs and student achievement. The schools selected for the study sample were not selected on a random basis; rather, they were library media centers (LMCs) that responded to a 1989 survey of Colorado LMCs. The study relied entirely upon available data about LMCs. The findings of the study provided evidence to make these conclusions: (1) students with better funded LMCs tend to achieve higher average reading scores regardless of wealth or education level of the schools and community; (2) the size of the LMC's total staff and the size and variety of its collection are important characteristics which intervene between LMC expenditures and test performance; and (3) the role the school media specialist plays can influence test scores. (Contains 40 references.) (JLB)

ED 372 758 IR 055 115

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-94-4

Pub Date—May 94

Contract—RR93002009

Note—4p.; For Part I, see IR 055 114.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, Educational Technology, *Electronic Mail, Elementary Secondary Education, Information Dissemination, *Information Networks, *Information Sources, Information Technology, Online Systems, Reference Services

Identifiers—AskERIC, ERIC Digests, *Internet, Listservs, USENET

The Internet is a vast computer network that consists of smaller interconnected computer networks. As K-12 schools connect to the Internet, a new means of communication opens up to educators and students. This digest describes some sample services and resources available to the K-12 community via electronic mail. Information sources covered in this digest are question answering services, including AskERIC; listservs or electronic discussion groups; and Usenet newsgroups, an electronic bulletin board system. (Contains 9 references.) (JLB)

ED 372 757 IR 055 114

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-94-3

Pub Date—May 94

Contract—RR93002009

Note—4p.; For Part II, see IR 055 115.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Grants, *Information Networks, *Information Sources, Lesson Plans, Library Catalogs, Online Systems, Reference Services, State Departments of Education, Technological Advancement

Identifiers—AskERIC, Electronic Books, ERIC Digests, Government Information, *Internet, Listservs, Pen Pals, Technology Plans, World Wide Web

Recently, Internet resources for the K-12 community have been appearing all over the United States. This digest lists various information resources available to K-12 educators over the Internet. Topics covered include: guides to Internet resources; lesson plans; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; government information; state education departments; electronic books; reference resources; library catalogs; world wide web sites; and other resources. (Contains 11 references.) (JLB)

ED 372 756 IR 055 113

Information Literacy in an Information Society. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-94-1

Pub Date—May 94

Contract—RR93002009

Note—4p.; For the full document, see IR 055 120.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, *Information Literacy, *Information Seeking, *Information Sources, Information Technology, *Technological Literacy

Identifiers—ERIC, ERIC Digests, Goals 2000, National Education Goals 1990

Information literacy is the ability to access, evaluate, and use information from a variety of sources. This digest defines the information literate person and describes the evolution of the concept. Information literacy is examined in the context of existing practice; and the impact of technology on the storage and dissemination of data, resulting in the need for information literacy in telecommunications, is considered. Finally, information literacy is discussed in relationship to educational reform and to curriculum standards in mathematics, social studies, and science. (Contains 13 references.) (JLB)

ED 372 702 HE 027 587

Davis, Todd M. Murrell, Patricia Hillman

Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-8

Pub Date—Aug 94

Contract—EDRR93002008

Note—4p.; For the full length report see HE 027 588.

Available from—ASHE-ERIC Higher Education Reports, the George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, College Role, College Students, Educational Environment, Higher Education, Institutional Research, Student Attitudes, Student Behavior, Student Characteristics, *Student College Relationship, Student Participation, *Student Responsibility, Student Role, *Undergraduate Study

Identifiers—Astin (Alexander W), College Student Experiences Questionnaire, ERIC Digests, Pascarella (Ernest T), Tinto (V)

This is a digest of a monograph that explores recent theory and research on the importance of college students' effort and involvement in promoting positive college outcomes. An opening section introduces the issue noting that institutions must work to create a climate in which all students feel welcome and able to fully participate. At the same time institutions must nurture an ethic that demands student commitment and promotes student responsibility. A section on student responsibility summarizes Robert Pace's standards embedded in the College Student Experience Questionnaire. Student responsibility is important as the key to all development and learning, because irresponsible students diminish the collective academic life, and because responsible habits pay lifetime benefits to the individual and society. A following section notes the work of Vincent Tinto, Alexander Astin, and Ernest Pascarella on student responsibility. A final section looks at how institutions can encourage responsible student behavior by stressing the importance of student achievement, by conveying the institution's purpose in an unambiguous manner, and by creating an ethos where students believe they are members of a larger community. In addition, small-scale, human environments for student faculty interaction, and other efforts to enhance student faculty relations are important. (JB)

ED 372 664 FL 800 825

Wiley, Terrence G.

Estimating Literacy in the Multilingual United States: Issues and Concerns. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-04

Pub Date—Sep 94

Contract—R193002010

Note—4p.

Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Definitions, *English (Second Language), Estimation (Mathematics), *Literacy, *Measurement Techniques, *Multilingualism, *National Surveys

Identifiers—Biliteracy, ERIC Digests, Native Language, *United States

This digest reports on findings from recent literacy surveys and interprets these findings in light of theoretical and definitional issues involved in estimating literacy; examines approaches commonly use to measure literacy and enumerates concerns about the limitations of these approaches in linguistically diverse contexts; and concludes with a call for more research on native language literacy and biliteracy. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 663 FL 800 818
Drennon, Cassie
Adult Literacy Practitioners as Researchers. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-03
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, *English (Second Language), *Inquiry, *Literacy Education, *Researchers, *Staff Development
Identifiers—ERIC Digests
In adult English-as-a-Second-Language literacy education and staff development, practitioner inquiry has emerged as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are grounded in the knowledge and questions held by practitioners. The characteristics of inquiry intersect with those of other adult education concepts such as self-directed learning, reflective practice, learner centeredness, and action research. Inquiry has been defined as a "social and collaborative process" through which practitioners actually contribute new knowledge within programs and even to the larger adult education field. This digest examines the thinking that underlies practitioner inquiry, explains the phases of an inquiry process, and gives examples of projects. The digest concludes by identifying concerns with the approach and by suggesting changes that must take place if inquiry is to be viably implemented as a staff development process. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 662 FL 800 794
Parks, Carolyn
Closed Captioned TV: A Resource for ESL Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-02
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Adult Basic Education, *Broadcast Television, Classroom Techniques, Educational Trends, *English (Second Language), Federal Legislation, *Federal Regulation, Instructional Effectiveness, Instructional Materials, *Language Skills, *Literacy Education, Second Language Instruction, Skill Development, Technological Advancement, Time Factors (Learning), Trend Analysis
Identifiers—*Closed Captioned Television, ERIC Digests
Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the utility of closed captioned television (CCTV) for adult English-as-a-Second-Language (ESL) and literacy instruction. A federal mandate that most televisions provide a closed caption decoder, increased captioning of all program types, and additional research on the benefits of CCTV for ESL learning support the use of the medium. Several technological advances make classroom use of CCTV materials less time-consuming for teachers and a rich experience for students. Captions can now be captured for simultaneous printing or computer use and exercises can be developed for using this material. Sample exercises include punctuation analysis of the large-type captions, lessons on grammar and vocabulary, study of cultural patterns and social behavior, analysis of intonation and stress, study of the techniques used by captioners to make captions brief and succinct, and construction of adult activities using the slower-paced children's programs. Training in the use of CCTV and sharing of teaching experiences will allow educators to exploit the power and effectiveness of television as a language and literacy learning tool. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 593 EC 303 420
Hawkins-Shepard, Charlotte
Mental Retardation. ERIC Digest E528.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-11
Pub Date—Sep 94
Contract—RR93002005
Note—3p.; This digest supersedes ERIC Digest E423 (ED 287 258).
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clinical Diagnosis, *Definitions, *Educational Needs, Elementary Secondary Education, Federal Legislation, *Mental Retardation, *Student Characteristics, Student Evaluation
Identifiers—*American Association on Mental Retardation, ERIC Digests, Individuals with Disabilities Education Act
This revised digest presents basic information on mental retardation for educators and others. First, definitions from the Individuals with Disabilities Education Act (IDEA) and the American Association on Mental Retardation (AAMR) are presented. The fact sheet then analyzes how the new AAMR definition differs from earlier ones noting the new definition's emphasis on a pattern of limitations and on a multidimensional approach to assessment. The AAMR use of the term "supports," is also explained noting the eight types of function that support can serve and four levels of support intensity. Also cited are figures showing the number of children, aged 6-21, who were classified as having mental retardation and received services under IDEA. Additional paragraphs list typical characteristics of children with mental retardation and consider educational implications (such as use of more hands-on instructional materials with these children and short but frequent learning sessions). The fact sheet also lists 10 suggested additional readings, 9 organizational resources, and 3 periodicals. (DB)

ED 372 554 EC 303 186
Webb, James T.
Nurturing Social Emotional Development of Gifted Children. ERIC Digest E527.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-8
Pub Date—Jun 94
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Emotional Development, *Emotional Problems, *Gifted, Humanistic Education, Individual Development, Intervention, Mental Health, Personality Traits, Prevention, Self Concept, *Social Development, Student Adjustment
This brief information sheet summarizes the types of social-emotional problems common among gifted children and suggests preventive actions schools can take. A table lists problems associated with characteristic strengths of gifted children. Specific problems briefly addressed include: uneven development, peer relations, excessive self-criticism, perfectionism, avoidance of risk-taking, multipotentiality, the presence of disabilities, difficulties adjusting to the school culture and norms, relating to expectations of others, depression, and problems in peer and family relations. Educators are urged to: (1) reach out to parents, (2) focus on parents of young children, (3) educate and involve health care and other professionals, use educational flexibility, and establish parent discussion groups. (Contains 13 references.) (DB)

ED 372 553 EC 303 185
Winebrenner, Susan Berger, Sandra
Providing Curriculum Alternatives To Motivate Gifted Students. ERIC Digest E524.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-7
Pub Date—Jun 94
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acceleration (Education), Elementary Secondary Education, *Enrichment Activities, Evaluation Methods, *Gifted, Individualized Instruction, Mainstreaming, *Performance Contracts, *Student Evaluation, *Student Motivation, Student Projects
Identifiers—*Curriculum Compacting, ERIC Digests
This brief information sheet presents two strategies to motivate gifted students and is based on the book, "Teaching Gifted Kids in the Regular Classroom", by Susan Winebrenner. The curriculum compacting strategy allows students to spend less time with the regular curriculum and more time with extension and enrichment activities. The contracts strategy involves written agreements between teachers and students that outline what students will learn, how they will learn it, in what period of time, and how they will be evaluated. Specific guidelines are offered for implementing both compacting and contracts for: first, pretestable subject areas where students move between an instructional group and extension activities; and, second, subject matter that is not pretestable because of subject unfamiliarity to students. Guidelines are also offered for evaluating alternative work accomplished in both types of subject area. (DB)

ED 372 460 CS 508 666
Aiex, Nola Kortner
Home Schooling and Socialization of Children. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-07
Pub Date—94
Contract—RR9300211
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, Family Influence, *Home Schooling, Individual Development, *Interpersonal Competence, Nontraditional Education, *Parents as Teachers, Parent Student Relationship, Religious Factors, *Socialization
Identifiers—ERIC Digests, New Age Thinking, Nontraditional Lifestyles
This digest offers background information on home schooling and discusses conflicting viewpoints culled from research on the socialization of home-schooled children. The digest first notes the rapidly escalating numbers of children who are being home schooled in the 1990s and comments upon the professionalization of resources offered for parents who home school. The digest then addresses some of the reasons that parents school their children at home. They include: living in areas where schools are not readily available and being anxious about the physical well being of their children in an increasingly more violent school setting. Next the digest discusses current research on socialization of children. Finally, it is pointed out that most experts feel that more research on home schooling and socialization is necessary–that what is available is inconclusive. Contains 8 references. (NKA)

ED 372 375 CS 011 795
Weaver, Constance
Phonics in Whole Language Classrooms. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-06
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Elementary Education, Language Acquisition, *Phonics, Reading Skills, *Teacher Role, Teaching Methods, *Whole Language Approach
Identifiers—ERIC Digests
This digest discusses some of the ways children develop functional phonics knowledge in the context of authentic reading and writing, as well as some of the ways teachers can foster such development. The digest suggests that children develop phonics knowledge by: having familiar stories or poems read to them repeatedly; discussing letter/-sound relationships in the context of authentic reading selections; reading favorite stories, songs, and poems independently or with a peer; and developing their own strategies for learning letter/sound patterns. The digest discusses ways teachers can help children develop phonics knowledge: (1) have faith in children as learners; (2) discuss interesting patterns of onsets and rimes in the context of shared reading experiences; (3) emphasize the use of letter/sound cues along with prior knowledge and context; (4) foster the acquisition of phonics knowledge indirectly, through various means; (5) be alert for children's idiosyncratic ways of developing phonics knowledge; and (6) provide additional materials and help for individual children. (RS)

ED 372 358 CG 025 760
Carroll, Michael F.
Counselling Supervision: International Perspectives. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-26
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, Counselor Training, Cross Cultural Studies, Foreign Countries, *Supervision, Supervisors, *Supervisory Methods
Identifiers—ERIC Digests, *United Kingdom
This digest focuses on international perspectives related to counseling supervision. It describes two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. The factor that distinguishes them is the location of counseling training. In the United States counselor training has largely taken place in universities, while in Britain counselor training has existed almost exclusively within the private domain. The American and British systems of counselor supervision are compared and contrasted. The digest presents a developmental plan for the supervision process, noting that there appears to be a number of steps through which supervision develops. Internationally, countries may be seen at different stages of counseling supervision. Seven stages of supervision development are identified. The digest concludes that what is needed is more awareness of the cultural aspects of supervision so that supervision can be integrated into different countries with culturally-sensitive adaptations. Contains 9 references. (NB)

ED 372 357 CG 025 759
Casey, John A. And Others
Use of Technology in Counselor Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-25
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computers, *Counselors, Counselor Training, *Internship Programs, *Practicums, *Supervision, Supervisors, Supervisory Methods, *Technology
Identifiers—ERIC Digests
This digest focuses on the use of technology in the supervision of counselors. Each generation of new technology, from audiotapes and videotapes to fax machines and virtual reality, creates challenges and opportunities for the counseling supervisor. Increased use of computer-related technologies has given this generation of supervisors new ideas for integrating technology within both practicum and internship stages of training. At the practicum stage of supervision, technological aids can be used in both live and delayed supervision. At the internship stage, advances in electronic connectivity present several innovative possibilities for more efficient internship communication. There are limitations of technology and ethical considerations including confidentiality that must be considered. The digest concludes that from practicum to internship, strategies for improving the supervision experience can be utilized with the appropriate ethical integration of technology. Contains 8 references. (NB)

ED 372 356 CG 025 758
Henderson, Patricia
Administrative Skills in Counseling Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-24
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administration, Counselors, *Counselor Training, *Supervision, *Supervisor Qualifications, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on administrative skills useful to the supervision of counselors. The administrator of a supervision program is defined as the person ultimately responsible for the quality of supervision provided and the effectiveness of the supervisory staff. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the knowledge and skills needed to provide leadership to the supervision program staff, as well as the counseling program staff members. The roles of the administrator in managing personnel issues are identified. The digest concludes that appropriate training needs to be provided for counseling supervisors and extended for administrators of counseling supervision programs. Contains 4 references. (NB)

ED 372 355 CG 025 757
Juhnke, Gerald A. Culbreth, John R.
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-23
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, *Counseling Techniques, *Counselors, *Drug Addiction, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on the clinical supervision of counselors involved in addictions counseling. An overview notes the growing field of addictions counseling and describes Powell's model of clinical supervision which blends aspects of several supervision theories. This model is developmental in nature, addresses nine descriptive dimensions of clinical supervision issues. These include: influence, therapeutic strategy, and counsel or in-house treatment. Issues specific to addictions counseling and supervision are outlined. The next section considers what it is that makes addictions supervision different from other forms of supervision. Three supervision issues that are idiosyncratic to substance abuse counseling are identified: the fact that a significant number of addictions treatment providers are paraprofessionals; the belief of many professional counselors and paraprofessionals facilitating addictions treatment that one must be in recovery to provide effective treatment; and that, to some degree, all treatment providers are influenced by personal issues. Other ingredients vital to the supervision process are discussed. Contains 5 references. (NB)

ED 372 354 CG 025 756
Cryder, Annette Petro And Others
Supervision of Marriage and Family Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-22
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, Counselor Training, *Family Counseling, *Marriage Counseling, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on issues of importance to the supervision of marriage and family counselors. A brief overview notes that the defining hallmark of marriage and family supervision has been a systemic orientation. Other distinguishing features include a reliance on live forms of supervision, and the viewing of ethical issues within larger familial, cultural, and societal contexts. The next section looks at the complex family system and its influence on supervision. Marriage and family supervisory modalities are identified and their benefits are discussed. Contemporary forces shaping marriage and family supervision are described and the impact of social constructionism on marriage and family supervision is considered. A constructionist supervision method that uses a reflecting team of peers is described. Narrative-informed supervision is also presented. The digest concludes that promising additions to the field of marriage and family supervision involve questioning and collaborative team approaches that aid trainees in exploring and living out their ideal ways of being counselors. Contains 7 references. (NB)

ED 372 353 CG 025 755
Henderson, Patricia
Supervision of School Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-CG-94-21
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Training, Elementary Secondary Education, Professional Development, *School Counselors, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on supervision issues for school counselors. It begins by addressing the need for professionally appropriate supervision to nurture school counselors' professional development. A section on the process of school counselor supervision begins by looking at clinical, developmental, and administrative supervision. The purpose of clinical supervision is the enhancement of counselors' professional skills and ethical functioning; the purpose of developmental supervision is the improvement of the guidance and counseling program and counselors' pursuit of professional development; and the purpose of administrative supervision is the assur-

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ance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Also within this section are discussions of performance improvement systems and supervisors. The digest concludes by considering the status of school counselor supervision. Contains 9 references. (NB)

ED 372 352 CG 025 754
Benshoff, James M.
Peer Consultation as a Form of Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-20
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultants, *Consultation Programs, *Counselors, Counselor Training, *Peer Counseling, Peer Relationship, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
This digest discusses the use of peer consultation as a form of counselor supervision, proposing that peer supervision and consultation may be potentially effective approaches to increasing the frequency and/or quality of supervision available to a counselor. Peer consultation is defined as an arrangement in which peers work together for mutual benefit and is further seen as a process in which critical and supportive feedback is emphasized while evaluation is deemphasized. A number of benefits to counselors offered by peer consultation experiences are listed. Peer supervision and consultation models are briefly reviewed, including the Structured Peer Consultation Model. Research on peer consultation is also reviewed. The digest concludes that research is providing accumulating support for the value of peer consultation/supervision experiences for professional counselors. Future researchers are called upon to continue to attempt to identify and quantify the unique contributions of this type of experience for counselor development. Contains 9 references. (NB)

ED 372 351 CG 025 753
Werstlein, Pamela O.
Fostering Counselors' Development in Group Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-19
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselors, *Counselor Training, *Group Counseling, *Professional Development, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on issues of group supervision of counselors and counselor trainees. It begins by describing the merits of group supervision, noting that group supervision is unique in that growth is aided by the interactions occurring between group members. Collaborative learning is identified as a pivotal benefit of group supervision, with the supervisees having opportunities to be exposed to a variety of cases, interventions, and approaches to problem-solving in the group. Models of group supervision are briefly summarized. The group supervision format requires that supervisors be prepared to use their knowledge of group process. Based on existing group supervision literature, and small group literature, a set of guidelines are offered to supervisors who wish to address process in group supervision. The digest concludes that the integration of knowledge and experience is greatly enhanced by group supervision. (NB)

ED 372 350 CG 025 752
Borders, L. DiAnne
The Good Supervisor. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-18
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competence, Counselors, Counselor Training, *Supervisor Qualifications, *Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on characteristics of good supervisors. Only a few researchers have focused on supervisor qualities and skills, and only three very brief models of supervisor development have been proposed. Good supervisors seem to have many of the same qualities as good teachers and good counselors, i.e., being empathic, genuine, open, and flexible. In terms of professional characteristics, good supervisors are both knowledgeable and competent counselors and supervisors. Existing models of supervisor development are briefly reviewed. The digest concludes with the author's reflections on being a supervisor and a supervisor educator. Contains 8 references. (NB)

ED 372 349 CG 025 751
Bernard, Janine M.
Ethical and Legal Dimensions of Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-17
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competence, *Counselors, Counselor Training, *Ethics, *Legal Responsibility, *Supervision, Supervisors
Identifiers—ERIC Digests
This digest focuses on legal and ethical issues in supervision. Ethics call the supervisor to a standard of practice sanctioned by the profession while legal statutes define a point beyond which a supervisor may be liable. Several issues are considered, including competence of both the counselor and the supervisor. Dual relationships and therapeutic relationships are discussed, and it is noted that there has been greater divergence of opinion about what constitutes an inappropriate dual relationship between supervisor and counselor than between counselor and client. Finally, issues of informed consent, due process, confidentiality, and liability are addressed. The digest concludes that, as gatekeepers of the profession, supervisors must be diligent about their own and their supervisees' ethics. Contains 8 references. (NB)

ED 372 348 CG 025 750
Harris, Morag B. Colvin
Supervisory Evaluation and Feedback. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-16
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Educators, *Counselors, Counselor Training, *Evaluation Methods, *Feedback, *Supervision, Supervisors
Identifiers—ERIC Digests
This digest focuses on issues of supervisory evaluation and feedback. It suggests that there exist some fairly basic premises from educational psychology, educational evaluation, and counselor supervision literature that can improve supervision evaluation practices, and thus reduce the ambiguity and uncertainty about evaluation in supervision. Evaluation is defined and distinctions are made between summative and formative evaluations. It is noted that the heart of counselor evaluation is an ongoing formative process which uses feedback and leads to trainee skills improvement and positive client outcome. Evaluation practices and procedures are discussed. Resources are cited which outline requisite skills and knowledge for effective evaluation practices, and guidelines and suggestions from these resources are summarized in a list of eight effective evaluation practices. The digest concludes that the use of multiple methods for evaluation contributes to the supervisee's sense of self-worth and success. Contains 9 references. (NB)

ED 372 347 CG 025 749
Sumerel, Marie B.
Parallel Process in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-15
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Interpersonal Relationship, *Supervision, Supervisors
Identifiers—Countertransference, ERIC Digests, *Parallel Process (Supervision), *Transference
This digest focuses on issues of parallel process in supervision. The concept of parallel process has its origin in the psychoanalytic concepts of transference, when the counselor recreates the presenting problem and emotions of the therapeutic relationship within the supervisory relationship, and countertransference, when the supervisor responds to the counselor in the same manner that the counselor responds to the client. Parallel process, then, is defined as that which occurs when the supervisory interaction replays, or is parallel with, the counseling interaction. Types of parallel process are identified and ways for the supervisor to respond to parallel process are discussed. Suggestions also are given for when supervisors should respond to parallel process. The digest concludes that the supervisor should always be aware of how the therapeutic relationship and client issues are presented by the counselor in the supervisory session, and that if the parallel process is not worked through in supervision, both the supervisory and therapeutic relationships will suffer. Contains 8 references. (NB)

ED 372 346 CG 025 748
Fong, Margaret L.
Multicultural Issues in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-14
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Cultural Awareness, *Cultural Pluralism, Ethnicity, Racial Differences, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on the need to consider multicultural issues in supervision of counselors and methods of multicultural supervision. A number of multicultural issues in supervision such as the myth of "sameness" is addressed. Models are described that advocate supervision as a method to assist multicultural counselor development. It is noted that several supervision techniques have been proposed to insure that the cultural dimension is addressed. These include: planned discussion of culture, exploration of supervisee and supervisor cultural backgrounds, and case management. Following these discussions of the multicultural "content" of supervision, the multicultural supervisory relationship is discussed as the "process" of supervision. Research is briefly reviewed that points to the critical important of the initial sessions in the multicultural supervisory relationship. The digest concludes that consistent themes in the literature on multicultural supervision are: (1) the critical role of the supervisor in promoting cultural awareness; (2) identification of cultural influences on client behavior, on counselor-client interactions, and on the supervisory relationship; and (3) provision of culture sensitive support and challenge to the supervisee. Contains 6 references. (NB)

ED 372 345 CG 025 747
Paisley, Pamela O.
Gender Issues in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-13
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselors, *Counselor Training, Cultural Influences, *Interpersonal Relationship, *Sex Differences, *Supervision, Supervisors
Identifiers—ERIC Digests
This digest focuses on the effects of gender on supervision and the present status regarding gender within contemporary American culture. It presents a societal framework by reviewing three basic perspectives concerning gender differences, focused in areas of unequal distribution of power, socialization, and inherent differences. Following this is a discussion of gender issues related to therapy since supervision involves the oversight of counseling. Finally, supervision issues related to gender differences themselves are addressed, including differences in response to initiation of structure, style used in handling conflict, personalization of supervisee feedback, satisfaction with supervision, comfort with closure and initiation, and sources of power used by supervisors. Two related issues, sexual harassment and sexual involvement, are considered. Contains 8 references. (NB)

ED 372 344 CG 025 746
Bradley, Loretta J. Gould, L. J.
Supervisee Resistance. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-12
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Attitude Change, Change Strategies, Coping, Counselor Attitudes, *Counselors, Counselor Training, *Defense Mechanisms, Interpersonal Relationship, *Resistance (Psychology), *Stress Management, *Supervision, Supervisors
Identifiers—ERIC Digests
This digest focuses on issues of supervisee resistance, defined as defensive behaviors of the supervisee that serve to reduce supervision-induced anxiety. It describes resistant behavior and identifies ways to counteract it, while noting that supervisee resistance is common. The purposes and goals of supervisee resistance, as manifested in verbal and nonverbal behaviors, are discussed and it is concluded that resistant behaviors, regardless of their form, are coping mechanisms intended to reduce anxiety created by the supervision. Supervisee "games" are identified and five types of resistance found in such games are noted: (1) submission; (2) turning the tables; (3) "I'm no good"; (4) helplessness; and (5) projection. Methods of counteracting resistance are suggested. The digest concludes that supervisee resistance will be encountered regardless of the supervisor's skill level, and that the supervisor can learn to take resistance and turn it into a supervisory advantage. Contains 8 references. (NB)

ED 372 343 CG 025 745
Dye, Allan
The Supervisory Relationship. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-11
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Qualifications, Counselors, *Counselor Training, *Developmental Stages, *Interpersonal Relationship, *Supervision, *Supervisors
Identifiers—ERIC Digests
This digest reviews perspectives on the supervisory relationship from the recent supervision literature. It examines the relative importance of the relationship within the total supervision process; variables which influence the relationship; and how the relationship differs when working with experienced versus inexperienced counselors. The supervisory relationship is influenced by personal characteristics, some static and others dynamic in nature. Among static factors are: gender and sex role attitudes; and supervisor's style, age, and race. Dynamic sources include stages of the relationship and relationship dynamics such as power and intimacy. Two other sources of dynamic influence on the supervisory relationship are mentioned: (1) ambiguity, or uncertainty about supervisory expectations and methods of evaluation; and (2) role conflict, or expectations associated with the role of student in contrast with the role of counselor and colleague. The digest concludes with a list of five final notes on the supervisory relationship. Contains 9 references. (NB)

ED 372 342 CG 025 744
Cashwell, Craig S.
Interpersonal Process Recall. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-10
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Client Relationship, Counselors, *Counselor Training, *Interpersonal Competence, Models, *Supervision, *Supervisors, *Supervisory Methods
Identifiers—ERIC Digests, *Interpersonal Process Recall
This digest focuses on Information Process Recall (IPR), a supervision strategy developed to increase counselor awareness of covert thoughts and feelings and to deepen the therapeutic relationship between the counselor and the client. Steps in conducting IPR are given as a guideline for conducting IPR recall sessions using audio or video tapes. To aid supervisors, a number of questions are suggested. These questions are worded to enhance the supervisees' awareness of their blind spots at their own level of readiness and capability. The digest concludes that IPR provides supervisees with a safe place to examine internal reactions through reexperiencing the counselor-client Contains 6 references. (NB)

ED 372 341 CG 025 743
Hart, Gordon M.
Strategies and Methods of Effective Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-09
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Client Relationship, Counselors, *Counselor Training, Individual Characteristics, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
A variety of strategies and methods are available to supervisors for use with counselors whom they supervise. This digest provides a summary designed to acquaint supervisors with techniques for enhancing the counseling behavior of their supervisees while also considering individual learning characteristics as depicted by the supervisee's developmental level. The use of strategies examining a supervisee's counseling behavior with current clients allows the supervisor to correct any error in assessment, diagnosis, or treatment of the client. The digest discusses methods of improving clinical competence and stresses the importance of examining actual counselor-client interactions. Methods of achieving this are explored, including the use of audio- and video-tapes of sessions and live supervision using television or one-way mirrors. A number of developmental considerations, depending on what works best for a particular supervisee, are addressed. Contains 7 references. (NB)

ED 372 340 CG 025 742
Leddick, George R.
Models of Clinical Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-08
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clinical Experience, *Counselor Training, Developmental Programs, Models, *Supervision, *Supervisors, *Supervisory Methods
Identifiers—ERIC Digests
Clinical supervision is the construction of individualized learning plans for supervisees working with clients. The systematic manner in which supervision is applied is called a "model." Three types of models are discussed in this digest; they are: developmental models; integrated models (discriminant model); and orientation-specific models. The summary considers common ground shared by the major models of supervision. Contains 8 references. (NB)

ED 372 175 UD 030 019
Burnett, Gary Walz, Garry
Gangs in the Schools. ERIC Digest 99.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-28; EDO-UD-94-5; ISSN-0889-8049
Pub Date—Jul 94
Contract—RR93002004; RR93002016
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, *Delinquency, Dropouts, Drug Use, High Schools, High School Students, Junior High Schools, Junior High School Students, *Juvenile Gangs, Peer Groups, Peer Influence, *Public Schools, *Social Behavior, Violence
Identifiers—ERIC Digests
This ERIC digest examines the growth and nature of juvenile gangs and the growing problem they present in the nation's public schools. It explores the characteristics of gangs, the impact gangs are having on public schools, why gangs develop and why students join them, what the schools' responses have been to gangs, and effective interactions for combating school gangs. The report reveals that gangs considerably differ in characteristics, numbers, and age ranges, but they all show strong loyalty to their neighborhoods. While gang participation is normally quite low among students, gang presence is still very disruptive to the ordinarily peaceful school atmosphere: fear, violence, drug use, and recruitment activities are common occurrences. Research shows that gangs catch hold in a school when students do not have a sense of belonging or acceptance in their lives, e.g., recent immigrants join gangs as a way to maintain a strong ethnic identity. Schools need a strategy that mobilizes school and community resources to offer alternatives to gang membership. Some intervention ideas include targeting vulnerable students and providing special assistance, establishing moral and ethical education, creating an environment where students feel valued, educating staff about how gangs develop and how to respond to them, and monitoring youth not enrolled in the school, i.e., those who hang out at, but do not attend, the school. Contains six references. (GLR)

ED 372 146 UD 029 989
Burnett, Gary
Varieties of Multicultural Education: An Introduction. ERIC Digest 98.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-4; ISSN-0889-8049

Pub Date—Jun 94
Contract—RR93002016
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, Cultural Awareness, Cultural Pluralism, *Curriculum Development, Definitions, *Educational Change, Elementary Secondary Education, *Multicultural Education, Needs Assessment, Political Influences, Program Development, *Program Implementation, *School Restructuring
Identifiers—ERIC Digests

Multicultural education has become a controversial topic in recent years, and in the midst of such controversy, there has been little agreement on a precise conceptualization of multicultural education. It is apparent that it takes many forms. A typology is presented that divides multicultural education programs into three categories according to their primary emphasis. The first includes content-oriented programs, which are the most common and immediately recognizable approaches to multicultural education. In its simplest form, this type of program adds a multicultural gloss to a standard curriculum. More sophisticated versions actually transform the curriculum. The second category includes student-oriented programs that address the academic needs of defined groups of students, often minorities. The third category includes socially oriented programs that seek to reform schooling and the political and cultural contexts of education. Identifying these categories may help educators develop programs that reflect the diversity of their student bodies. (Contains 10 references.) (SLD)

ED 371 807 JC 940 411
Alfano, Kathleen
Recent Strategies for Faculty Development. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-02
Pub Date—Mar 94
Contract—RR93002003
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, Community Colleges, *Faculty Development, *Inservice Teacher Education, *Professional Development, Program Descriptions, Teacher Effectiveness, *Teacher Improvement, Two Year Colleges
Identifiers—ERIC Digests

Faculty development programs encompass a wide range of activities and allow community college faculty to improve instructional material and delivery and keep the spark of creativity and enthusiasm alive under pressures from decreasing budgets and heavier workloads. A recent program at Borough of Manhattan Community College focused on student needs by combining faculty development, curricular reform, and counseling changes to reduce high attrition rates in minority populations. A long-term professional development collaboration between Cuyahoga Community College and Kent State University (KSU) has resulted in 70 staff members taking KSU courses, with 25 admitted to doctoral programs. Adjunct faculty at College of the Canyons (California) receive a stipend and a 10% salary increase for their completion of instructional skills and advanced teaching workshops. Many programs also incorporate classroom research allowing teachers to improve teaching through the use of feedback measures that assess what students are learning and make changes accordingly. Other development efforts include a teaching resource handbook developed by the Community College of Vermont, the infusion of "globally-oriented components" into courses in the Virginia Community College System, and Brevard Community College's Return to Industry program which allows faculty to update skills through summer projects at industry sites of their choice. (KP)

ED 371 727 IR 016 699
Holmes, Glen A. Branch, Robert C.
Cable Television in the Classroom. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-5
Pub Date—Jun 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cable Television, Distance Education, Educational Media, Educational Technology, *Educational Television, Elementary Secondary Education, Programming (Broadcast), School Business Relationship, Technological Advancement
Identifiers—ERIC Digests, Examples

Using cable television in the classroom allows teachers to include the latest news and current events in class discussions. However, many educational practitioners are uninformed about the concept and lack the knowledge to implement the technology in the classroom. This digest describes how cable television can be integrated into elementary and secondary classroom instruction. Topics covered include systems that link schools with cable television; current cable network school collaborations; and examples of cable television applications in schools. (Contains 18 references.) (JLB)

ED 371 520 EC 303 107
Hanninen, Gail E.
Blending Gifted Education and School Reform. ERIC Digest #E525.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-8
Pub Date—Jun 94
Contract—RI93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Beliefs, *Change Strategies, *Educational Change, Educational Practices, Elementary Secondary Education, Grouping (Instructional Purposes), Program Implementation, *Regular and Special Education Relationship, School Restructuring, Special Education, Student Educational Objectives
Identifiers—*ERIC Digests

This digest provides a process for assuring that the unique needs of students who are gifted are addressed within the context of systemic educational reform. Several key elements guide the process: creating belief statements, clarifying the issues, and designing strategies for implementation. Generating belief statements based on what is believed about all learners helps the district or school to create a set of expected outcomes that will affect the entire community. The next step calls for identifying important critical issues to help narrow the topics of concern and focus discussion. Designing implementation strategies involves the following five steps: analyze the language; list key decision makers, stakeholders, and risk takers; infuse gifted/talented into school policies; visualize the desired direction; and enact equitable access to resources. The digest lists reform strategies generated at a gifted leadership conference, focusing on grouping options and outcomes-based education. An inevitable outcome of blending gifted education and school reform is believed to be better schools for all students. (JDD)

ED 371 507 EC 303 094
Severe Disabilities. ERIC Digest #311. Revised.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Definitions, *Educational Methods, Elementary Secondary Education, Intervention, *Severe Disabilities, Student Characteristics
Identifiers—ERIC Digests

This digest defines the term "severe disabilities"; lists some typical behavioral characteristics of individuals with severe disabilities, such as self-mutilation and lack of self-care skills; and outlines the educational implications of severe disabilities. The digest stresses the need for a multidisciplinary approach to education; the need for a curriculum grounded in preliminary sensory motor stimulation and subsequent stress on five major areas: motor, self-help, communication, social/interpersonal, and cognitive skills. Moreover, there is the need for prevocational/vocational training, leisure skills development, and daily living skills; and the need to carefully structure instruction in even the most basic skills as severely disabled individuals do not learn easily by incidental learning. A list of 11 references and 7 organizations providing resources concludes the digest. (JDD)

ED 371 506 EC 303 093
Managing Inappropriate Behavior in the Classroom. ERIC Digest #E408.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, *Behavior Problems, *Classroom Techniques, Elementary Secondary Education, Intervention
Identifiers—*Behavior Management, ERIC Digests

This digest of information on classroom techniques for managing students with behavior problems highlights ways to prevent misbehavior; establish rules; increase student motivation for academic tasks; establish token economies; decrease unwanted behavior; evaluate the role of punishment; use timeout, extinction, or response cost; use group contingency methods; and follow general guidelines. Five print resources are listed as sources for further information. (JDD)

ED 371 108 UD 029 962
Burnett, Gary
Urban Teachers and Collaborative School-Linked Services. ERIC Digest 96.
ERIC Clearinghouse on Urban Education, New York, N.Y.; National Education Association, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-2; ISSN-0889-8049
Pub Date—Apr 94
Contract—RR93002016
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *Cooperation, Definitions, Delivery Systems, Educational Objectives, Elementary Secondary Education, Needs Assessment, *Partnerships in Education, Social Problems, *Social Services, *Teacher Role, Teaching Methods, Urban Schools, *Urban Teaching
Identifiers—ERIC Digests, *School Linked Services

This digest provides some guidelines for developing partnerships between schools and outside service agencies and suggests some roles that teachers can play in the process. The successful provision of service depends not only on administrators, but also on people in direct contact with students, including classroom teachers. School administrators bear the responsibility for finding appropriate service providers who are willing to become partners. Once the initial contact has been made, administrators must find out what they can about the operations of service providers and elicit their active input to program planning. Defining needs and goals is essential to establishing the collaboration, and maintaining

that collaboration is largely a result of the careful initial definition of goals and responsibilities. In the final analysis, teachers provide the force that makes school-linked programs work. (Contains 9 references.) (SLD)

ED 370 937 SP 035 294
Taylor, Tracy A.
New to the Ranks: Moving from the Military into Teaching. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-6
Pub Date—Jun 94
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alternative Teacher Certification, *Career Change, Elementary Secondary Education, Federal Aid, Federal Legislation, *Financial Support, Higher Education, Incentive Grants, *Military Personnel, Preservice Teacher Education, Program Descriptions, Teacher Aides, Teacher Placement, *Teaching (Occupation), *Transitional Programs
Identifiers—*Defense Activity Non Traditional Education Support, Department of Defense, Elementary Secondary Education Act Title I, ERIC Digests
This Digest discusses the conversion of military personnel to school employees and describes a U.S. Department of Defense program called "Troops to Teachers" that helps military personnel affected by defense cut-backs pursue new careers as teachers and teachers' aides. Created by Congress in 1992 through the National Defense Authorization Act for Fiscal Year 1993 (Public Law 102-484), the program extends financial assistance to military personnel so they can obtain required teaching credentials and provides partial salary subsidies to enable qualified school districts subsequently to hire these individuals. To obtain credentials and complete the transition as quickly as possible, participants are steered to alternative certification programs, particularly those that award credit for military service or education. Recipients seeking teacher certification must have a bachelor's degree or higher when applying for a $5,000 stipend, while those interested in teachers' aide courses must hold at least an associate's degree. All participants must agree to acquire necessary credentials within two years of their separation from the military and accept full-time employment for five consecutive years in schools that receive federal grants for compensatory education programs. (LL)

ED 370 936 SP 035 293
Abdal-Haqq, Ismat
Culturally Responsive Curriculum. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-5
Pub Date—Jun 94
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Cultural Awareness, Cultural Differences, *Curriculum Development, Elementary Secondary Education, *Instructional Materials, *Multicultural Education, *Relevance (Education), *Resource Materials, Teacher Education, Textbook Bias, Textbook Evaluation
Identifiers—*Diversity (Student), ERIC Digests
A widely held view of multicultural curricula sees them as strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic or language heritage differs from that of the Anglo-European population. There are others, however, who hold the view that culturally responsive curricula benefit all students. A culturally responsive curriculum capitalizes on students' cultural backgrounds rather than overriding or negating them. This Digest presents some characteristics of curriculum resources, outlines guidelines for assessing instructional materials for cultural bias or insensitivity, and provides a list of selected resources available to classroom teachers and other educators. A culturally relevant curriculum is described as one that: is integrated and interdisciplinary; does not rely on one-time activities, "add-on" units or "sprinkling" the traditional curriculum with a few minority individuals; is authentic, child-centered, and connected to the child's real life; develops critical thinking skills; often incorporates strategies that utilize cooperative learning and whole language instruction; includes self-esteem building; recognizes multiple intelligences and diverse learning styles; is supported by appropriate staff development and preservice preparation; and is part of a coordinated, school-wide strategy. (Contains 17 references.) (LL)

ED 370 885 SO 024 197
Stahl, Robert J.
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-3
Pub Date—May 94
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, Cognitive Processes, Inquiry, Learning Processes, *Questioning Techniques, Responses, Student Reaction, Teacher Response, *Teacher Student Relationship, *Time Factors (Learning), *Wait Time
Identifiers—ERIC Digests, *Think Time
Students must have uninterrupted periods of time to process information, to reflect on what has been said, observed, or done, and to consider what their personal responses will be. After at least three seconds of uninterrupted silence, a significant number of positive outcomes occur for students and teachers. Students are more effective in completing cognitive tasks in particular situations. The teacher's job is to manage and guide what occurs prior to and immediately following each period of silence so that the processing that needs to occur is completed. Eight categories of periods of silence name the place they occur or the primary function the silences perform during conversations and discussions: (1) post-teacher question wait-time; (2) within-student's response pause-time; (3) post-student's response wait-time; (4) student pause-time; (5) teacher pause-time; (6) within-teacher presentation pause-time; (7) student task-completion work-time; and (8) impact pause-time. Contians 8 references. (Author/CK)

ED 370 882 SO 024 087
Titus, Charles
Civic Education for Global Understanding. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-2
Pub Date—Apr 94
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Elementary Secondary Education, *Global Approach, International Relations, Social Studies, *World Affairs
Identifiers—ERIC Digests, *Global Education
An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. A need exists for students not only to continue to study the basic concepts and values of democracy but also to gain a broader understanding of the complex and interrelated world. The components of civic education for global understanding involve (1) educating youngsters about their nation's history and government with emphasis upon the core concepts of democracy in the United States and (2) sharpening student awareness that the responsibilities of citizenship extend far beyond national boundaries. The goals of civic education for global understanding are to revive civic interest and increase participation in community and national affairs by citizens and to enhance recognition by U.S. citizens that their obligations of citizenship extend beyond the nation's frontiers. Implementation requires changes in how civic education is taught and in the approach to the social studies subject matter. Contains 9 references. (CK)

ED 370 881 SO 024 086
Stahl, Robert J.
The Essential Elements of Cooperative Learning in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-1
Pub Date—Mar 94
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, Elementary Secondary Education, *Group Activities, Group Discussion, Group Dynamics, *Grouping (Instructional Purposes), Intergroup Relations, *Interpersonal Relationship, Learning Strategies, Small Group Instruction, Student Educational Objectives
Identifiers—ERIC Digests
In successfully establishing and having students complete group tasks within a cooperative learning framework, 14 essential elements must be present. The elements necessary for cooperative learning are: (1) a clear set of specific student learning outcome objectives; (2) all students in the group accept the targeted outcome; (3) clear and complete set of task-completion directions or instructions; (4) heterogeneous groups; (5) equal opportunity for success; (6) positive interdependence; (7) face-to-face interaction; (8) positive social interaction behaviors and attitudes; (9) access to information students must learn; (10) opportunities to complete required information processing tasks; (11) sufficient time spent learning; (12) individual accountability; (13) public recognition and rewards for group academic success; and (14) post-group reflection on within-group behaviors. Although all of the elements do not have to be used every time the teacher assigns students to work in groups, teachers who fail to include the requirements report far more difficulties with students and group activities and far less student achievement gains than do teachers who meet them. (Author/CK)

ED 370 507 HE 027 467
Garland, Peter H. Grace, Thomas W.
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-7
Pub Date—Jun 94
Contract—RR930200
Note—4p.; For the full length report of which this is a digest, see HE 027 468.
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, College Students, Continuing Education, Counseling Services, *Educational Change, Higher Education, Institutional Role, Professional Education, Program Administration, Responsibility, School Holding Power, *Staff Role, Student Development, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests
The efforts of college student affairs professionals aimed at improving student life, integrating new student groups, and attracting and retaining students are becoming critical to institutions attempting to maintain enrollments of qualified students, ensure academic achievement, place graduates, and develop supportive alumni. Changes in student affairs contexts and clienteles involve uneven success with

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students from underrepresented groups, demographic shifts, expanding use of information technologies, increasing violence, the burden of debt, and new emphasis on accountability. An expanded role for student affairs is demanded, which would require creatively and collaboratively integrating the institution's development with that of students. This new role calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. The new role demands professionals who are competent in counseling and administration, organizational development, quality management, planning, evaluation and research, and current issues in higher education. Responsibilities of student affairs professionals, institutions, and personnel preparation programs are listed. (JDD)

ED 370 295 EC 303 026
Lynch, Sharon J.
Should Gifted Students Be Grade-Advanced? ERIC Digest E526.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-9
Pub Date—Jun 94
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *Acceleration (Education), *Decision Making, Educational Methods, Elementary Secondary Education, *Student Placement
Identifiers—ERIC Digests
This digest describes types of education programs for gifted and talented children and considers educational acceleration for this population. It reviews such acceleration alternatives as having a child skip a grade, having a child take advanced courses with older students in particular subjects, and having the child tutored and advanced in given subjects either individually or in small groups. The digest considers whether acceleration is harmful academically, emotionally, or socially; what educators think of educational acceleration; how parents know if their child should accelerate; and steps in making the decision to accelerate. The digest provides a list of seven additional information sources. (JDD)

ED 370 200 EA 025 835
Lumsden, Linda S.
Student Motivation To Learn. ERIC Digest, Number 92.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-7
Pub Date—Jun 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, Family Environment, Learning Motivation, *Learning Strategies, *Self Concept, *Self Motivation, *Student Motivation, *Teacher Student Relationship
Identifiers—ERIC Digests
A growing body of evidence suggests that when students are intrinsically motivated they tend to employ strategies that demand more effort and that enable them to process information more deeply. Teachers can help motivate students to learn by maintaining a caring, supportive classroom climate. Tasks should be challenging but achievable and defined in terms of specific, short-term goals. School-level policies and practices should stress learning, task mastery, and effort rather than relative performance and competition. To help unmotivated students a process called "attribution retraining" involves modeling, socialization, and practice exercises. Other potentially useful strategies include the following: portray effort as investment rather than risk, portray skill development as incremental and domain-specific, and focus on mastery. (Contains nine references.) (MLF)

ED 370 198 EA 025 832
Stolp, Stephen
Leadership for School Culture. ERIC Digest, Number 91.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-6
Pub Date—Jun 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Administrator Role, Beliefs, *Change Strategies, *Cultural Awareness, Educational Change, Educational Environment, Elementary Secondary Education, *Leadership Responsibility, Norms, *Principals, Student Motivation, Teacher Motivation, Values
Identifiers—*Cultural Change, ERIC Digests, *School Culture
The concept of school culture offers principals and other leaders a broader framework for understanding problems and relationships within the school. School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, and myths understood by members of the school community. Researchers have found that healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. A vision for creating a healthy school culture should be a collaborative activity among teachers, students, parents, staff, and the principal. The principal's role in changing school culture is to act with care and concern for others, work to develop shared visions of what the school should be, and work on team-building. (Contains 12 references.) (MLF)

ED 370 178 EA 025 788
Thompson, James
Systemic Education Reform. ERIC Digest, Number 90.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-5
Pub Date—May 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Leadership Responsibility, Partnerships in Education, Principals, School Based Management, *School Restructuring, Socioeconomic Influences, Superintendents, *Systems Approach
Identifiers—ERIC Digests, *Systemic Change
Economic forces and educational equity issues have combined to heighten calls for improved education for all students. Systemic reform calls for education to be reconceptualized from the ground up, beginning with the nature of teaching and learning, educational relationships, and school-community relationships. One of the assumptions made by educational theorists is that a thorough understanding of academic content, complex thinking, and problem-solving is necessary for students to become responsible citizens. If systemic reform is to succeed, leadership must be present. Superintendents' new duties include helping to establish organizational vision and mission. Principals are in a position to help others in the school understand their unique role in systemic change. School boards can help provide vision for the school system, support change, arrange collaborative relationships with other agencies, and focus on the strategic direction of the school. (Contains 10 references.) (MLF)

ED 369 774 SP 035 227
Lipson, Lois
Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-4
Pub Date—May 94
Contract—RR93002015
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Elementary Secondary Education, *Intergenerational Programs, *Older Adults, *Program Development, *Program Implementation, School Community Relationship, Student Attitudes, Teacher Role, *Voluntary Agencies, *Volunteers
Identifiers—ERIC Digests, *Volunteer Management
School volunteers come from many sources and provide a wide range of services at both the elementary and secondary levels. Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience. In schools across the country, older adults are being brought into classrooms, to the mutual benefit of the schools and the seniors. This digest highlights the value and importance of involving senior citizens in a school volunteer program and provides strategies for program development and implementation. Seven steps to a successful intergenerational program are outlined. These steps are: (1) a needs assessment defining what is to be accomplished; (2) a job description telling volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them; (3) recruitment techniques; (4) a screening interview; (5) orientation and training; (6) periodic recognition of volunteer efforts; and (7) an evaluation of whether the goals and objectives of the program have been achieved. Four special issues are discussed briefly: transportation for older volunteers, lunches, liability insurance, and arranging for required tuberculin (TB) skin tests. A list of five organizations and volunteer clearinghouses that can help locate suitable older volunteers is included. (LL)

ED 369 581 PS 022 495
Diamond, Karen E. And Others
Integrating Children with Disabilities into Preschool. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-10
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Interpersonal Competence, Learning Activities, Literature Reviews, Mainstreaming, Play, *Preschool Children, *Preschool Education, Program Administration, *Social Development, Special Education, Student Centered Curriculum, Teacher Student Relationship, *Teaching Methods
Identifiers—*Activity Based Curriculum, ERIC Digests, Inclusive Educational Programs
This digest examines research on preschool programs that include children with and without disabilities. Recent research suggests that children with disabilities are able to take advantage of experiences that promote typical development. One study found that children with disabilities enrolled in integrated programs demonstrated higher levels of social play and more appropriate social interactions than children in self-contained special education preschool classes. Some research suggests that it is the type of learning experiences rather than the type of classroom setting (integrated or segregated) that fosters learning. Children with disabilities are more likely to initiate play activities and communications with peers in settings that use a child-centered rather than a teacher-directed approach. Integrated

programs are also beneficial to children without disabilities. Some studies show that such children make developmental gains equivalent to their peers in nonintegrated programs, and that parents and teachers report that such children display less prejudice than their peers in nonintegrated programs. Successful integrated programs are characterized by an administrative emphasis on diversity. Successful programs also use naturalistic teaching approaches, through which intervention is provided within the context of naturally occurring activities. Activity-based intervention is one naturalistic teaching approach, the goal of which is to develop children's functional and generalizable skills. The task now before the early childhood community is to find ways of providing integrated education that is respectful of the needs of individual children, parents, and teachers. (BC)

ED 369 580 PS 022 494
Nutrition Programs for Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-9
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, *Federal Programs, Low Income Groups, *Nutrition, *Nutrition Instruction, Program Descriptions
Identifiers—Child and Adult Care Food Program, Department of Agriculture, ERIC Digests, Expanded Food and Nutrition Education Program, Food and Nutrition Service, Food Stamp Program, Nutrition Education Training Program, *Participation Rates, School Breakfast Program, School Lunch Program, Special Supplemen Food Program Women Infants Child, Summer Food Service Program

Despite recognition of the importance of good nutrition for children's cognitive development, many children in America are poorly nourished. This digest reviews programs designed to address this problem and suggests ways to improve child nutrition and school meal programs. Federal programs administered by the Food and Nutrition Service of the United States Department of Agriculture include the: (1) Special Supplemental Food Program for Women, Infants and Children, which provides food and nutrition education to eligible women, and children up to age 5; (2) Child and Adult Care Food Program, which provides nutritious meals for children to age 12 and the elderly; (3) National School Lunch Program and School Breakfast Program, which provide school meals, most at reduced or no cost; (4) Summer Food Service Program for Children, which provides meals to children from low-income families when school is not in session; and (5) Nutrition Education and Training program, which provides nutrition education to teachers and school food service personnel. Other federal programs are the USDA's Food Stamp Program and the Expanded Food and Nutrition Education Program, which teaches food and nutrition information and skills to families with limited resources. The National Food Service Management Institute serves as a resource center for child nutrition programs. Other national initiatives include projects undertaken or curriculum materials produced by the American School Food Service Association, the American Cancer Society, and the National Dairy Council. The administrative burdens of some nutrition programs can be reduced through the implementation of a universal school meal program. School personnel, parents, and dietitians can encourage children's participation in nutrition programs. (BC)

ED 369 579 PS 022 493
Children's Nutrition and Learning. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-8
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anemia, Birth Weight, *Children, Cognitive Ability, Early Childhood Education, *Eating Habits, Elementary Education, Food, *Hunger, *Learning, Literature Reviews, *Nutrition, *Nutrition Instruction, Poverty
Identifiers—ERIC Digests, Special Supplemen Food Program Women Infants Child

This digest reviews research on the link between children's nutrition and their ability to learn from the prenatal through school years. It also discusses the importance of nutrition education for children. The need for adequate nutrition during pregnancy and the preschool years is highlighted by research that indicates that low birthweight children are more likely than other infants to have learning problems and require special education services; and that children whose mothers had participated in the Special Supplemental Food Program for Women, Infants and Children (WIC) scored higher on vocabulary tests than children whose mothers had not received WIC benefits. During the school years, anemic children tend to do poorly on vocabulary and reading tests; and hunger, skipping breakfast, and poor nutrition have a negative impact on students' cognitive performance. Poor nutrition among American children is due in part to poor eating habits, which include overeating, skipping breakfast, and using unsafe dieting methods, and, in part, to poverty. Children's nutrition habits are affected by the messages they receive from television and food packaging about foods high in sugar, salt, or fat. These messages can be countered by nutrition education in school, which is most effective when it delivered in the context of a comprehensive health education program. To foster children's knowledge of nutrition, schools can coordinate nutrition education with cafeteria meals, provide materials for parents about nutrition, and offer only nutritious foods at school; dietitians can speak to students about good nutrition; and parents can set a good example by eating healthfully, letting their children prepare meals, and exposing their children to new foods. (BC)

ED 369 578 PS 022 492
Wallach, Lorraine B.
Violence and Young Children's Development. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-7
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Childhood Attitudes, Child Rearing, *Community Problems, Early Childhood Education, Elementary Education, *Elementary School Students, Family Environment, Interpersonal Competence, Parent Child Relationship, *Preschool Children, Victims of Crime, *Violence
Identifiers—*Child Safety, ERIC Digests, *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family because they are prevented from going out to play. During the school years, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 369 577 PS 022 491
Feng, Jianhua
Asian-American Children: What Teachers Should Know. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-4
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Asian Americans, Confucianism, Cultural Awareness, *Cultural Differences, Cultural Influences, *Cultural Traits, Elementary School Students, Elementary Secondary Education, Ethnic Stereotypes, Family School Relationship, Limited English Speaking, *Parent Student Relationship, Secondary School Students, Teacher Role, *Teacher Student Relationship
Identifiers—ERIC Digests

This digest provides information to help teachers gain a better understanding of Asian-American children, particularly those from East and Southeast Asian cultures, and identify culturally appropriate educational practices to use with these children. Asian-Americans represent more than 29 distinct subgroups who differ in language, religion, and customs. In addition to these between-group differences, diversity exists within national groups and among individuals. Nevertheless, Asian-Americans are generally stereotyped as successful and high-achieving minorities. The "whiz kid" image of Asian-American students that is described in popular and professional literature is a misleading stereotype that masks individuality and conceals real problems. In reality, for many Asian-American students, the challenge of American schooling can be overwhelming. Some students have learning difficulties and some lack motivation, proficiency in English, or financial resources. Teachers can better understand their Asian-American students by understanding how some general cultural characteristics of Asian cultures impact their students' experience of American schooling. For example, Asian-American children may be confused by the informality that exists between teachers and students in America, and may feel considerable distress if attention is drawn to themselves in class. When developing curriculum and instruction that is culturally sensitive and methodologically adaptable to the needs of Asian-American students, teachers should: (1) familiarize themselves with the values and customs of their students' cultures; (2) learn a few words of their students' native languages; (3) base academic expectations on individual ability rather than on stereotypes; (4) use peer teaching; (5) utilize students' natural support system, including family, friends, and the community; and (6) encourage Asian parents to work with one another. (BC)

ED 369 576 PS 022 461
Kim, Sonja de Groot
Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-5
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Design, Classroom Environment, Cooperation, Early Childhood Education, *Educational Resources, Instructional Materials, *Learning Activities, Parent School Relationship, *Play, *Preschool Children, Preschool Teachers, Pretend Play, Student Centered Curriculum, Teacher Role, *Teacher Student Relationship

Identifiers—ERIC Digests

A resource area in an early childhood classroom can foster children's learning by providing them with opportunities to use a wide variety of materials in a wide range of contexts. This digest offers suggestions concerning resource rooms in early childhood classrooms and discusses issues relevant to children's play. Many classroom areas can be converted into a resource space. For example, pine shelving can be installed in a walk-in closet to hold props. Wooden fruit boxes and cardboard boxes from grocery stores can be used as storage containers. Items discarded by stores and items brought in by parents can be used as props. Once the resource room is set up, children can use the items in it for exploratory play. The items in the resource room may spark their imagination, leading to elaborate construction plans and complex play behavior. The teacher's role in such an environment is that of a facilitator who collaborates with the children in determining the curriculum. In this collaboration, teachers do not try to prevent children from making errors. Instead, children are allowed to use problem-solving approaches to correct their errors and stimulate their thinking skills. Children's ability to pretend, which plays a part in learning to read and do mathematics, is also developed during play. The use of a resource room or area fosters collaboration among the children, and this collaboration helps the children develop confidence in their abilities and skills. (BC)

ED 369 308 FL 800 757

Crandall, JoAnn

Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-94-01

Pub Date—Apr 94

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Literacy, Educational Needs, *English (Second Language), Labor Force Development, *Language Teachers, *Literacy Education, Models, *Professional Development, Program Design, *Teacher Certification, Teacher Qualifications, Work Environment

Identifiers—ERIC Digests, *Professionalism

Most teachers of English as a Second Language (ESL) face a number of challenges: large and heterogeneous classes, specialized student needs, and poor funding and employment continuity. Many work part time, often in more than one program and serving simultaneously as administrator and teacher. While most have college degrees, their training is likely to be in other areas, with little training specifically for ESL instruction. Need for certification in the field is growing. However, few models of comprehensive professional development for adult ESL literacy teachers exist to support the credentialing process. Three models hold promise: a craft or mentoring model, in which inexperienced teachers are paired with experienced teachers; an applied science model, in which relevant research is linked with practical experience; and an inquiry-based model, in which research, teacher education, and teaching occur concurrently. There is much to recommend a combination of the three models, bringing together teachers and other practitioners at all stages of professional development to provide a laboratory for demonstrating and expanding knowledge,skills, and experience. Expansion of professional development for adult ESL literacy teachers will also require changes in adult education policy and practice and a research base in adult ESL literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 369 154 EA 025 756

Peterson-del Mar, David

School-Site Councils. ERIC Digest, Number 89.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-94-4

Pub Date—May 94

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Administrator Role, Communication Skills, *Community Involvement, Decentralization, Democratic Values, Elementary Secondary Education, *Governance, *Participative Decision Making, Principals, Program Implementation, School Restructuring, *Teamwork, Time Management

Identifiers—*Delegation of Authority, ERIC Digests, *School Councils

When created and operated appropriately, school-site councils can be a very useful component of school renewal. Councils are difficult to create, since members must shift roles, compromise strongly held beliefs, and invest considerable time, energy, and know-how. Advantages of group decision making are bringing diverse experience and expertise to a problem, facilitating implementation, and stressing the representative whole over single strident or persistent voices. To ensure effectiveness, school councils must focus on important issues and use time wisely. Principals must learn to share authority, or traditional power relationships will merely be furthered. Principals who exercise power through, rather than over, others create conditions favoring staff cooperation to achieve valued outcomes. Effective site councils begin with adequate training and are characterized by diversity, open communications, and accountability to the school board and the superintendent. Districts should develop policies specifying the relationship between the district and site councils, the councils' place in the strategic district plan, and permissible exemptions from policy and procedures. School-site councils are grassroots, reform-oriented organizations whose effectiveness depends on people's skilful and committed participation in the democratic process. (MLH)

ED 369 075 CS 011 696

Farr, Roger Tone, Bruce

Theory Meets Practice in Language Arts Assessment. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-94-05

Pub Date—94

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Methods, *Language Arts, *Portfolios (Background Materials), *Student Evaluation, *Theory Practice Relationship

Identifiers—*Alternative Assessment, *Authentic Assessment, ERIC Digests, Portfolio Approach

Pressed by the vise created by the "era of accountability" and evolving theory which emphasizes constructing meaning and problem solving, educators have become more articulate about defending the classroom impact of new theory. Assessment in the classroom is following contemporary descriptions of learning, thinking, and language use as "processes"–or even one inseparable process. At the same time, the public's concern with academic achievement may have slowed real improvement in education. The result of the use of short-answer or selected-answer assessments has been a narrowing of the curriculum, exacerbated by textbook authors and publishers pressured to structure materials to reflect the content of achievement tests. In the language arts, there is a spreading emphasis on using portfolios as an alternative assessment. In this approach, assessment becomes instruction because students are learning to assess themselves. Many state and local school districts across the country are also experimenting with "performance" or "authentic" tests. Authors and publishers of assessment materials have begun to produce textbooks and instructional materials which cut across content areas. Educators now have a wider, richer selection of materials and ideas to match to the theories to which they subscribe. (RS)

ED 369 034 CS 011 652

Nelson, Carol

Organizing for Effective Reading Instruction. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-94-04

Pub Date—94

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, *Classroom Environment, Classroom Techniques, *Cooperative Learning, Elementary Education, *Grouping (Instructional Purposes), Instructional Effectiveness, *Reading Instruction, Student Attitudes, *Teacher Attitudes

Identifiers—ERIC Digests, Peer Support

This digest deals with within-class reading ability grouping. The digest discusses limitations of grouping; teacher attitudes; student recollections of ability grouping experiences; and grouping for specific purposes (focusing on cooperative learning and its benefits). The digest suggests that good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students. (RS)

ED 368 892 CE 066 072

Kerka, Sandra

Life and Work in a Technological Society. ERIC Digest No. 147.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-94-147

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Educational Objectives, Elementary Secondary Education, *Science and Society, Sociocultural Patterns, *Technological Advancement, *Technological Literacy, *Technology Education

Identifiers—ERIC Digests

Technology is more than applied science. It is the processes and products by which humans have coped with and changed their environment throughout history. People have always lived and worked in a "technological society." Never before, however, has technological change been so rapid or broad in scope. The concept of an "educated person" includes an element of technological literacy, which is in turn a continuum on which individuals' levels of competence vary and degree of technological literacy needed depends on life and work roles. Increasing numbers of persons from demographic groups traditionally on the margins of technological experience are entering the work force at a time when the amount and breadth of technical training needed for many jobs has increased. Technology education is an important component of education that aims to prepare students for life and work in phases appropriate for different academic levels (ranging from awareness for elementary students to preparation for employment for high school and postsecondary students). A balanced curriculum recognizes the technological method as a mode of inquiry equal to those used in the sciences and humanities. Technology education is a problem-based method of inquiry; however, it should be balanced with ideas-based inquiry. (Contains 11 references.) (MN)

ED 368 891 CE 066 071
Imel, Susan
Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-146
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Reading Programs, Educational Benefits, *Literacy Education, *Peer Teaching, Student Role, Teacher Role, Teacher Student Relationship, *Tutoring
Identifiers—ERIC Digests
Peer tutoring refers to the process of having learners help each other on a one-to-one basis. Two types of peer tutoring are found in adult literacy and basic education: "near peer" tutoring in which one learner is more advanced than the other and "co-peer" tutoring in which the learners are fairly well matched in skill level. The adage "those who teach learn twice" is frequently given as the basis for using the peer tutoring approach. Peer tutoring also helps adult learners move away from dependence on professional authority toward belief in their own ability to create knowledge, polish their communication skills, and persist in the learning situation because of bonds developed with other learners. Adult literacy programs that are already using collaborative, participatory methods will find peer tutoring to be an extension of their overall approach. Because the instructional environment becomes more learner directed when peer tutoring is used, teachers must prepare learners prepared to assume their new roles as peer tutors by helping them establish individual learning programs and contacting their peers for assistance. Teacher comfort with and commitment to peer tutoring are crucial to its success as an approach in adult basic and literacy education. (MN)

ED 368 890 CE 066 070
Lankard, Bettina A.
The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-145
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Programs, *Educational Needs, *Educational Objectives, Higher Education, *Humanities, *Professional Continuing Education, *Relevance (Education)
Identifiers—ERIC Digests
Because of the perception that the humanities lack practical application to real problems and issues of many adults, they tend to be neglected in adult and continuing education programs/courses. In reality, the humanities can offer insight into the ways people view and interpret life's events. Several major trends in continuing education suggest a ready and eager market for program offerings in the humanities, including the trend toward physical decentralization of many colleges and universities, increasing reliance on technology, growing awareness of the global dimensions of virtually every discipline, and societal changes such as an aging population and changing lifestyles and family structures. Four general types of continuing education programs in the United States offer learners a number of options for exploring the humanities: credit and degree programs, noncredit programs, extension programs that include distance learning, and public programs. Available literature includes a number of recommendations for incorporating humanities into continuing education program offerings. Planners considering expanding humanities-related offerings must consider the culture settings of their institutions, demographics, and the goals for continuing liberal education. Gaining faculty support is also essential to program success as are collaboration and commitment at the faculty and institutional level. (MN)

ED 368 889 CE 066 069
Lankard, Bettina A.
Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-144
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Faculty Mobility, *Minority Group Teachers, *Multicultural Education, Personnel Needs, Postsecondary Education, Secondary Education, Teacher Persistence, *Teacher Recruitment, *Teacher Supply and Demand, Vocational Education, *Vocational Education Teachers
Identifiers—ERIC Digests
Although the number of minority students in U.S. schools continues to increase, the number of ethnically diverse teachers continues to decline. The multicultural classroom creates a demand for teachers who are aware of cultural differences within the student population. Minority teachers are in a unique position to understand these differences and to provide ethnic role models. Several factors contribute to the shortage of minority teachers, including the low retention rate of minority students attending college and difficulties in transferring from two- to four-year colleges. Because many instructors in community colleges are vocational teachers, recruitment of students into vocational education and vocational education teaching careers has great potential. Among suggested strategies to enhance recruitment of minorities are the following: develop candidate pools, promote vocational education in the schools, establish scholarships for minority students, recruit at community colleges, and seek candidates in business and industry. Efforts to retain minority teachers in vocational education should include institutional commitment to multicultural understanding and diversity. The following are among incentives for enriching teachers' multicultural understanding: learning a second language, living in the community, becoming involved in the community, and celebrating cultural events. (MN)

ED 368 809 UD 029 758
Burnett, Gary
Technology as a Tool for Urban Classrooms. ERIC/CUE Digest, Number 95.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-1; ISSN-0889-8049
Pub Date—Feb 94
Contract—RR93002016
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Basic Skills, Computer Assisted Instruction, *Computer Uses in Education, Educational Change, Educational Planning, *Educational Technology, Elementary Secondary Education, Foreign Countries, Information Literacy, Language Proficiency, Problem Solving, *Program Implementation, Teaching Methods, Technological Advancement, Telecommunications, *Urban Schools
Identifiers—ERIC Digests, *ORILLAS Network, Project Headlight
By 1992, according to a study by the Council of Chief State School Officers, more than 3.5 million computers were in U.S. elementary and secondary schools–a ratio of one computer for every 13 students. In addition, 99 percent of all schools across the country reported that they provide their students with some access to computers. Sometimes computer use enhances learning for all students and sometimes it simply confers a new technological sheen on the low-level programs. This digest provides an overview of computer use in schools and presents a few general guidelines for educators to use when implementing an educational technology program. The primary consideration should be the purpose of using the technology, and programs should be designed to ensure access to all students and to function as an integral part of a well-planned pedagogy. Some of the characteristics of successful educational technology are illustrated through description of two successful programs. The De Orilla a Orilla (From Shore to Shore) (ORILLAS) network uses word processing, electronic mail, and electronic publishing to strengthen the English and native language proficiencies and achievement of students in the United States, Argentina, Canada, and Mexico. Project Headlight exemplifies a single-school program that has infused a Boston elementary school with technology. Programs for urban schools need not be as extensive as Project Headlight to be effective. However, if schools do not invest in technology or invest only in low-level remedial programs, they will leave their students ill-prepared for the future. (Contains 12 references.) (SLD)

ED 368 509 PS 022 331
Katz, Lilian G.
The Project Approach. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-6
Pub Date—Apr 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activity Units, *Curriculum Development, Early Childhood Education, Elementary Education, *Group Activities, *Learning Activities, Student Motivation, *Student Participation, *Teacher Student Relationship, Thematic Approach
Identifiers—ERIC Digests, *Project Approach (Katz and Chard)
A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 368 324 IR 016 536
Bishop, Ann P.
The National Information Infrastructure: Policy Trends and Issues. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-6
Pub Date—Dec 93
Contract—RR93002009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Computer Networks, Computer Uses in Education, Educational Trends, Federal Legislation, *Government Role, *Information Networks, National Programs, Policy Formation, *Public Policy, Social

Change, Trend Analysis, User Needs (Information)
Identifiers—ERIC Digests, High Performance Computing Act 1991, *National Information Infrastructure, *National Research and Education Network
Today's information infrastructure provides access to a growing array of software and services for education. As both the capabilities of technology and the number of its uses grow, the need to set national policy for computer networking has become increasingly apparent. The High Performance Computing Act of 1991 established government support for the development of the National Research and Education Network (NREN), which is designed to provide links with computer and information resources for researchers, educators, and students. In the past 2 years, federal networking policy has changed to emphasize rapid commercialization of infrastructure and services, broader social goals, greater focus on network users, and community participation. The proposed National Information Infrastructure Act of 1993 amends the original NREN provisions to define national policy more clearly and to increase the emphasis on social goals. The government is not alone in trying to broaden the goals and uses of the national information infrastructure, as the participation of public interest groups and individuals demonstrates. Several sources of information about the infrastructure are listed. (Contains 24 references.) (SLD)

ED 368 321 HE 027 346
Tierney, William G. Rhoads, Robert A.
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ERIC Digest.
Association for the Study of Higher Education., ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-6
Pub Date—Apr 94
Contract—RR93002008
Note—4p.; For the full report, see HE 027 347.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Beginning Teachers, *College Faculty, Cultural Context, *Cultural Influences, Faculty College Relationship, *Faculty Development, *Faculty Promotion, Graduate Study, Higher Education, Nontenured Faculty, *Socialization, Tenure
Identifiers—ERIC Digests, *Organizational Culture
This digest is a brief summary of a longer monograph of the same title on the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. A section on how faculty socialization is conceptualized adopts a view of culture in which culture shapes and is shaped by social interaction. Consequently, to understand faculty means to come to terms with the cultural forces which shape faculty lives. These include the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences. The monograph argues that faculty socialization takes place in two general stages: first, during their own undergraduate and graduate learning experiences and, second, during the organizational stage when new faculty face organizational challenges. It is also noted that, while faculty adapt to their institutions and cultures, institutions in turn adapt to their faculty members. The implications of such an understanding of the nature and importance of faculty socialization are shown to include the possibility of confusion and misinterpretation which is especially problematic during the tenure process and the need for clearly articulated organizational goals and objectives. Coming to terms with faculty socialization offers the key to many questions of organizational culture, commitment and mission. (JB)

ED 368 255 HE 027 270
Moore, Kathryn M. Amey, Marilyn J.
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation. ERIC Digest.
Association for the Study of Higher Education., ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-5
Pub Date—Feb 94
Contract—RR93002008
Note—4p.; For the full report, see HE 027 271.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Compensation (Remuneration), Economic Impact, Employment Practices, Faculty College Relationship, Fringe Benefits, Higher Education, Labor Market, *Personnel Policy, Policy Formation, Salary Wage Differentials, School Holding Power, Teacher Motivation, Teacher Recruitment, Teacher Retirement, *Teacher Salaries
Identifiers—ERIC Digests
This publication is a brief digest of a longer monograph on compensation policies for higher education faculty and the impact of these policies on the professoriate and the higher education enterprise. An early section describes the monograph's treatment of the current financial turbulence in higher education that has caused many institutions to cut budgets and led to lowered expectations and demands of faculty on their institutions. Monograph analysis of compensation structure covers linking compensation to institutional mission, collective bargaining agreements, retirement issues and early retirement programs and incentives. A description of estimates regarding the academic labor force of the future notes that impending retirements are likely to reduce the numbers of professors at senior levels by as much as 40 percent, that replacements may not be in the pipeline, and that external market issues and internal market issues are important determinants of compensation policy. The monograph looks closely at how compensation is used to motivate, recruit, and retain faculty, how supplementary compensation is used, and other related issues. A summary of the monograph's look at fair compensation covers the importance of equity, federal and state legislation affecting compensation, and salary discrimination issues. A final section describes how the monograph treats developing effective compensation systems. (JB)

ED 368 214 FL 022 060
Gasparro, Marie Falletta, Bernadette
Creating Drama with Poetry: Teaching English as a Second Language through Dramatization and Improvisation. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-09-94
Pub Date—Apr 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Reports - Evaluative (142) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Dramatics, Drama Workshops, Elementary Secondary Education, *English (Second Language), FLES, Language Skills, *Poetry, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
The use of poetry as drama in the English as a Second Language (ESL) classroom enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Students are able to develop a sense of awareness of self in the target culture through dramatic interpretations of the poems. Teachers using this technique need to consider poetry that matches their students' language skills, ages, and interests. Teachers also need to introduce ESL students to the background of the poetry selected, facilitate the comprehension of vocabulary, idioms, and cultural aspects, establish an acting workshop atmosphere, and create a student-participatory language learning experience. Four poems are discussed that students at different levels can dramatize: (1) "Love in Brooklyn" (John Wakeman); (2) "Why Did the Children Put Beans in Their Ears?" (Carl Sandburg); (3) "Woodpecker in Disguise" (Grace Taber Hallock); and (4) "Read This with Gestures" (John Ciardi). Contains 12 references. (MDM)

ED 368 080 EA 025 737
Peterson-del Mar, David
Community Coalitions To Restructure Schools. ERIC Digest, Number 88.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-3
Pub Date—Apr 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Involvement, *Community Role, Elementary Secondary Education, Leadership Responsibility, Program Effectiveness, Public Schools, *School Community Relationship, *School Restructuring
Identifiers—ERIC Digests
Coalition building and school restructuring unfortunately do not always occur together. But the two forces can complement each other and combine their resources and strengths. Coalitions are organizations or groups of individuals who share a commitment to a particular issue. Although coalitions involved in school restructuring may in the long run save school districts' resources, initially they require great investments of time and energy. Coalitions can also create friction in school systems where educators or administrators are not prepared for outside input or to share power. Coalition building for school leaders requires reaching out to the community, getting involved in community activities, and recognizing school leaders as community leaders. Coalition builders are often driven by altruism and self-interest and should be prepared to identify specific measures they propose to assist in school restructuring. Maintaining a coalition requires early participation, local solutions, and effective communication. (Contains nine references.) (JPT)

ED 368 034 EA 025 592
Lionios, Lynn Balster
Shared Decision-Making. ERIC Digest, Number 87.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-2
Pub Date—Mar 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Decision Making, *Decision Making Skills, Elementary Secondary Education, Management Development, *Participative Decision Making, School Effectiveness, Staff Development
Identifiers—ERIC Digests
Shared decision-making (SDM) is becoming a part of many American schools. Shared decision making is based on a premise that relies on four main assumptions: (1) those closest to the children will make the best decisions concerning the children's education; (2) teachers, parents, and school staff should have influence in policies; (3) those who implement the decisions should have a voice in the decisions; and (4) if those implementing the decision feel a sense of ownership of the decisions, they are more likely to implement the decision effectively. The idea behind SDM is not to replace the principal as a school leader, but rather incorporate the principal into a decision-making team. The purpose of SDM is to improve school effectiveness, improve student learning, increase staff commit-

ment, and ensure schools are responsive to student's needs. There are some disadvantages to SDM; for example, SDM creates new demands on teachers and administrators. Successful implementation of SDM is dependent on many variables, five of which are: (1) start small, go slow; (2) agree on specifics at the outset; (3) be clear about procedures, roles, and expectations; (4) give everyone a chance to get involved; and (5) build trust and support. (Contains 10 references.) (KDP)

ED 367 660 SP 035 118
Priest, Laurie Summerfield, Liane M.
Promoting Gender Equity in Middle and Secondary School Sports Programs. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-3
Pub Date—Apr 94
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletics, *Compliance (Legal), *Equal Education, Equal Facilities, High Schools, Intermediate Grades, Junior High Schools, *Middle Schools, Physical Education, Program Evaluation, Secondary School Curriculum, *Sex Fairness
Identifiers—ERIC Digests, *Title IX Education Amendments 1972
This digest provides background information about gender equity in sports and physical activity as well as specific strategies for achieving equity at the middle and secondary school levels. The paper begins by describing gender equitable sports programs as ones in which either boys or girls would be pleased to accept as its own the program of the other. The digest then explains briefly the legal basis for gender equity in sport, Title IX of the Education Amendments of 1972. The main body of the digest presents a discussion of monitoring gender equity in middle and secondary school athletic programs. In sports programs, gender equity requires that equal athletic opportunities be provided for both genders and encompasses equivalence measures in the following areas: (1) accommodating the athletic interests and abilities of females, the historically underrepresented sex (including the selection of sports and levels of competition); (2) equipment and supplies; (3) scheduling; (4) opportunity to receive coaching (and academic tutoring); (5) assignment and salary of coaches (and tutors); (6) travel and per diem allowances; (7) locker rooms, medical, and other facilities; (8) housing and dining facilities and services; and (9) publicity and promotion. (LL)

ED 367 415 JC 940 186
Prager, Carolyn
Tech Prep/Associate Degree (TPAD) Academic Outcomes. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-01
Pub Date—Mar 94
Contract—RR93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College School Cooperation, Community Colleges, Educational Mobility, *Educational Needs, Institutional Cooperation, *Integrated Curriculum, *Liberal Arts, Outcomes of Education, Program Content, Program Development, Secondary Education, Two Year Colleges, Two Year College Students, *Vocational Education
Identifiers—*2 Plus 2 Tech Prep Associate Degrees, ERIC Digests
Tech prep was created to serve high school students in the two middle quartiles who neither prepare for further study nor gain adequate technical workplace skills by blending liberal and practical arts into a 2+2 secondary-postsecondary articulated curriculum leading to an associate degree. Tech prep is a cornerstone of the Carl D. Perkins Vocational and Technology Act Amendments of 1990, the first major federal initiative promoting comprehensive, sustained links between secondary and two-year college sectors. In addition, the American Association of Community and Junior Colleges (AACJC) has offered Tech Prep/Associate Degree (TPAD) Program Partnership Awards since 1990 to community colleges for the development of articulated curricula involving the colleges, local secondary schools, and employers. The optimal high school tech prep academic portion of the curriculum contains two years of principles of technology and/or another applied science, two years of applied math, and a course in applied communication. Although tracking the program's success has been difficult due to the recency of its creation, TPAD seems to be a win-win alternative to the college prep/baccalaureate degree course of study because it improves student academic performance, high school graduation rates, and college attendance at the associate degree level. As an unanticipated outgrowth of TPAD, some 2+2 tracks have evolved beyond the associate degree into articulated 2+2+2 programs culminating in a baccalaureate degree. (MAB)

ED 367 197 FL 800 719
Weinstein-Shr, Gail
Growing Old in America: Learning English Literacy in the Later Years. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-08
Pub Date—Dec 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *English (Second Language), *Literacy Education, *Older Adults, Program Descriptions, Teaching Methods
Identifiers—ERIC Digests
Since the end of World War II, the United States has provided haven for nearly two million refugees who were involuntarily displaced from their homelands. In addition, during the last several decades, over one million legal immigrants have also found their way into the United States. Although the proportion of elderly may be small among these newcomers, immigrants and refugees play an increasing role in the "graying of America," as uprooted adults age in their new homeland. This digest argues that it is both feasible and appropriate to provide language and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners. Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 190 FL 800 708
McGroarty, Mary Scott, Suzanne
Workplace ESL Instruction: Varieties and Constraints. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-07
Pub Date—Oct 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, *English (Second Language), Evaluation Methods, Financial Support, *Literacy Education, Needs Assessment, *Program Descriptions, Program Development, Second Language Instruction, Student Attitudes, Student Evaluation
Identifiers—ERIC Digests, *Workplace Literacy
Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose language is other than English. This digest summarizes the existing types of programs that prepare English-as-a-Second-Language (ESL) adults for the workplace or help workers whose first language is other than English who are already on the job. First, the meanings of "workplace language instruction" are discussed (preworkplace classes, "work-centered" approaches, "worker-centered" approaches.) Next, current perspectives on workplace learning are highlighted. The final section of the digest looks at constraints on ESL workplace program development, focusing on needs assessment, assessment measures, participant attitudes and expectations, enrollment management, language choice, financial and organizational support, building coalitions, and decentralization. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 146 FL 021 848
Funds of Knowledge: Learning from Language Minority Households. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-08
Pub Date—Feb 94
Contract—RR93002010
Note—4p.; This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, "Teacher Research on Funds of Knowledge: Learning from Households," by Norma Gonzales, Luis C. Moll, Martha Floyd-Tenery, Anna Rivera, Patricia Rendon, Raquel Gonzales, and Cathy Amanti.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Traits, Educational Research, Elementary Secondary Education, *English (Second Language), Ethnography, *Family Environment, *Minority Groups, Models, Research Projects
Identifiers—ERIC Digests
This digest describes a research model that has shown how classroom practice can be developed, transformed, and enriched by drawing on existing "funds of knowledge" in minority students households. Funds of knowledge refers to those historically developed and accumulated strategies (e.g., skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household's functioning and well being. Through participant-observer visits to minority student households, researchers and teachers became aware of these funds of knowledge. As a result of these research activities, teachers have come to view their students as competent participants in households rich in cognitive resources, and have consequently raised their expectations of students' abilities. Specific sections of the digest discuss the following: researching funds of knowledge, which describes a research project carried out in Tucson, Arizona; teachers as learners and reflexive practitioners, which discusses the difficulties involved in implementing this research model; and funds of knowledge as transformative principle, which highlights the underlying transformative potentials in viewing the households as repositories of funds of knowledge. (VWL)

ED 367 145 FL 021 847
Integrating Language and Culture in Middle School American History Classes. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-07
Pub Date—Feb 94
Contract—RR93002010
Note—4p.; For the report on which this digest is based, see FL 021 898. This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz, "Integrating Language and Culture in Middle School American History Classes." by Deborah J. Short.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Education, *English (Second Language), Intermediate Grades, Junior High Schools, Middle Schools, Research Projects, Sec-

ond Language Learning, *Social Studies, Teaching Methods, United States History, *Units of Study
Identifiers—*Content Area Teaching, ERIC Digests
This digest provides a brief overview of a research project carried out by the National Center for Research on Cultural Diversity and Second Language Learning on integrating language and culture in the social studies. It is suggested that there is a need to understand the academic language competencies necessary for students to function successfully in the social studies classroom before integrated language and content lessons are developed. The development of an instructional unit by middle school teachers and project researchers around the theme of protest and the American Revolution is described, and one lesson is provided for illustration. A discussion on teacher strategies for implementing the unit is included. Information on where to obtain the unit and the full research report is also provided. (VWL)

ED 367 144 FL 021 843
Gerling, David Ross
Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-04
Pub Date—Jan 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *Class Activities, *Classroom Techniques, Second Language Instruction, Second Language Learning, *Spanish, Videotape Recordings
Identifiers—ERIC Digests, *Public Service Advertising
This digest presents a technique and activities for using Spanish language ads and public service announcements in the Spanish foreign language classroom. The technique has been used successfully with students in the Galveston-Houston, Texas area. Segments of the scripts of one announcement and one commercial advertisement are provided, as well as steps for using the segments. (VWL)

ED 367 143 FL 021 842
Beebe, Rose Marie Leonard, Kathy
Second Language Learning in a Social Context. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-05
Pub Date—Jan 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, *Cultural Context, Dialects, Higher Education, *Institutional Cooperation, Language Skills, Learning Activities, Letters (Correspondence), *Native Speakers, Program Descriptions, *School Community Relationship, *Second Language Learning, Skill Development, Spanish, Spanish Speaking
Identifiers—ERIC Digests, *Iowa State University, *Santa Clara University CA
This digest describes how foreign language instructors at Iowa State University of Science and Technology and Santa Clara University (California) have integrated the participation of native speakers from their communities into the curriculum in ways that allow students to practice their language skills and develop a heightened sense of cultural understanding. Activities for intermediate and advanced students, for dialect study, and for Spanish conversation classes are highlighted, and a collaborative project between advanced composition students at Iowa State and native Spanish speakers enrolled in Santa Clara University is described. (VWL)

ED 367 142 FL 021 841
Crandall, JoAnn
Content-Centered Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-06
Pub Date—Jan 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Learning, Elementary Secondary Education, Experiential Learning, *Program Descriptions, *Second Language Instruction, Second Language Learning, *Teaching Methods, Whole Language Approach
Identifiers—*Content Area Teaching, ERIC Digests
This digest discusses the rationale for integrating language and content instruction, and provides an overview of some of the program models and teaching techniques that focus on this approach. The following program models are highlighted: Content-based language instruction, sheltered subject matter teaching, theme-based instruction, sheltered instruction, language across the curriculum, the adjunct model, and the cognitive academic language learning approach. The teaching methods discussed include: cooperative learning, task-based or experiential learning, whole language approach, and graphic organizers. Contains 13 references. (VWL)

ED 366 985 CS 214 237
Smith, Carl B.
Helping Children Understand Literary Genres. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-03
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Literature, *Childrens Literature, Elementary Secondary Education, *Folk Culture, *Literary Genres, Story Telling, Writing Improvement
Identifiers—ERIC Digests, *Folktales, Oral Literature, Universality
Analysis of different types of literature promotes cognitive development by giving students an opportunity to apply similar skills and strategies discussed in one genre–fiction, for example–to other genres like poetry, reports, descriptive pieces, and plays. The major intellectual function that each literary genre provides can be examined in terms of schema theory. In schools where writing is used as a means to promote clear thinking, it appears that reading a variety of literary genres has a related positive effect on writing. One genre that might be effective as a beginning point, and is particularly enjoyable for children, is folktales. Folktales are common in all countries, universal in nature. Through the use of a simple genre like the folktale, educators can help children understand that there are different types of literature. It is not necessary for children to define every piece of literature that they read, though the elementary school curriculum should provide a wide range of genres. (RS)

ED 366 890 CG 025 238
Hinkle, J. Scott
Psychodiagnosis for Counselors: The DSM-IV. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-06
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Counselor Training, *Educational Diagnosis, *Evaluation Criteria, Evaluation Methods, Higher Education, Labeling (of Persons), *Mental Disorders, *Psychological Evaluation
Identifiers—*Diagnostic Statistical Manual of Mental Disorders, ERIC Digests
This digest notes that there has been an increase in the number of graduate community mental health counseling programs requiring course work in abnormal behavior, psychopathology, and psychodiagnosis and that, as a result of this increase, utilization of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) also has been dramatically increased in counselor education training. Both advantages and disadvantages to using the DSM-IV within the counseling profession as well as major psychodiagnostic features of the DSM-IV are discussed. It is noted that each DSM-IV classification contains specific diagnostic criteria, the essential features and clinical information associated with the disorder, as well as differential diagnostic considerations, and includes information concerning diagnostic and associated features; culture, age, and gender characteristics; prevalence, incidence, course and complications of the disorder; familial patterns; and differential diagnosis. The 15 categories of mental disorders contained in the DSM-IV are listed and example given for each category. The five-axis multiaxial system by which DSM-IV diagnoses are coded is explained. Finally, sociocultural implications of using DSM-IV diagnoses are considered. The digest concludes that an up-to-date understanding of the DSM-IV and its implications in counseling will be imperative to the effective and ethical delivery of professional community mental health counseling services. (NB)

ED 366 879 CG 025 225
Kelly, Carol
School Psychologists: Leaders for Change Building a Secure Future for Children. CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDD-CG-94-07
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Childhood Needs, Children, *Counselor Role, *Educational Change, Elementary Secondary Education, Futures (of Society), *School Psychologists
Identifiers—ERIC Digests
This digest examines the role of school psychologists in improving educational opportunities for children and adolescents. A variety of issues that affect children and their ability to learn are discussed: widening social class differences and increases in the number of children living in poverty; changing value systems; family disintegration; lack of financial support for education; and children's exposure to violence in their neighborhoods, schools and in the media. The need for leadership in addressing these issues is emphasized and the role of school psychologists as leaders is advocated. A number of change strategies are discussed, including forming positive relationships between adults and children; using research to determine what works and what does not; developing policies and encouraging legislation that support children and education; getting involved in the system; adopting a process for change in the schools; offering needed special services to students; increasing the school psychologist's visibility; and developing plans to make a difference in the schools. The digest concludes by urging school psychologists to use their skills to help the country and school communities shift their priorities and build a secure future for children. (NB)

ED 366 856 CG 025 200
Gladding, Samuel T.
Effective Group Counseling. ERIC/CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-94-02
Pub Date—Apr 94
Contract—RR93002004
Note—3p.; For a book on this subject, see ED 362 822.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Effectiveness, *Counseling Techniques, *Group Counseling
Identifiers—ERIC Digests

This digest focuses on group counseling and how counselors can learn to lead groups effectively. There is a natural tendency for people to gather in groups for mutually beneficial purposes. A section on beginning counseling groups stresses the importance of pregroup planning. A number of issues that can affect the effectiveness of groups are addressed, including the objectives of group counseling, group membership and the screening of potential group members, rules in counseling groups, the time and place of group meetings, and group dynamics. A section on group stages provides a brief overview of the five stages that groups go through: (1) dependency or forming; (2) conflict or storming; (3) cohesion or norming; (4) interdependence or performing; and (5) termination or adjourning. The next section deals with group counseling skills. Important interpersonal skills that leaders of effective counseling groups need to employ are discussed, including active listening, linking, blocking, and summarizing. The digest concludes that conducting effective group counseling relies on the preparation of group leaders and their abilities to plan and conduct groups. (NB)

ED 366 855 CG 025 199
Asher, Betty Turner
A President's Perspective on Student Services Delights and Debits. ERIC/CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-01
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, College Students, Higher Education, Presidents, Student Needs, *Student Personnel Services, Student Personnel Workers
Identifiers—ERIC Digests

This digest focuses on the strengths and weaknesses of the student affairs profession in higher education. The strengths of student affairs include diversity and involvement. Student affairs staff are trained in many different disciplines and are located throughout the campus. The diversity of student affairs professionals is seen as the thread that enables the needs of students to be met and the mission of student affairs to be realized. Student affairs professionals nurture students' involvement in learning and ultimately facilitate the total undergraduate experience. Weaknesses in student affairs are also described. Student affairs professionals must become purposeful in learning and contributing new skills to participate at more central levels of the institution. Suggestions for becoming partners in the campus milieu are provided. Because of the lack of institutional awareness, the goal of student affairs professionals to be accepted as legitimate academic leaders with upwardly mobile tracks is often unrealized. The digest concludes that student affairs has a strong future in serving students, and an even stronger one in serving its institutions. (NB)

ED 366 673 UD 029 690
Huang, Gary
Beyond Culture: Communicating with Asian American Children and Families. ERIC/CUE Digest Number 94.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-8; ISSN-0889-8049
Pub Date—Dec 93
Contract—RR93002016
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, Behavior Patterns, Beliefs, *Children, *Communication (Thought Transfer), *Cultural Awareness, Cultural Differences, Ethnic Groups, Intercultural Communication, *Pacific Americans, Parent Participation, *Parents, Racial Differences, Stereotypes, Student Evaluation
Identifiers—ERIC Digests

To explore the complexities of communication with Asian and Pacific Islander (API) children and their families, this digest describes the overt and covert dimensions of the various API cultures, and discusses API's socioeconomic background and the life experiences that affect their communication behavior. The general ethnic groups in the API community are Pacific Islanders (mainly Hawaiians, Samoans, and Guamanians), Southeast Asians (mostly Indochinese from Vietnam, Thailand, Cambodia, and Laos, and including Burmese and Filipinos), and East Asians (Chinese, Japanese, and Koreans). It is important not to generalize an understanding of one group to another, and educators must identify differences in order to devise appropriate communication strategies. Overt culture includes belief systems and language, aspects of a culture that can be easily identified and studied. Covert culture is more subtle, and encompasses such aspects as the conception of time and communication. Suggestions are given for practitioners to enhance communication through the following: (1) personal reflection; (2) partnerships with community organizations; (3) information gathering; (4) parent involvement; (5) overcoming stereotypes of APIs; and (6) accurate evaluation of individual children. (Contains 18 references.) (SLD)

ED 366 654 TM 021 079
Thompson, Bruce
The Concept of Statistical Significance Testing. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-1
Pub Date—Feb 94
Contract—RR93002002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Analysis, Data Interpretation, Decision Making, *Effect Size, Hypothesis Testing, Probability, Research Methodology, Research Problems, *Sampling, *Statistical Analysis, *Statistical Significance, *Testing, Test Interpretation, *Test Use
Identifiers—Cross Validation, Empirical Research, ERIC Digests, *Null Hypothesis, Research Replication, Type I Errors

Too few researchers understand what statistical significance testing does and does not do, and consequently their results are misinterpreted. This Digest explains the concept of statistical significance testing and discusses the meaning of probabilities, the concept of statistical significance, arguments against significance testing, misinterpretation, and alternatives. Statistical significance testing requires subjective judgment in setting a predetermined acceptable probability of making an inferential error caused by the sampling error. Sampling error can only be eliminated by gathering data from the entire population. Statistical significance addresses the question of whether, assuming the sample data came from a population in which the null hypothesis is (exactly) true, the calculated probability of the sample results is less than the acceptable limit imposed regarding a Type I error. Reasons not to use statistical significance testing and questions of misinterpretation are reviewed. Two analyses that should be emphasized over statistical significance testing are effect sizes and the empirical replicability of results. (Contains 6 references.) (SLD)

ED 366 645 TM 021 056
Potts, Bonnie
Improving the Quality of Student Notes. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-93-1
Pub Date—Oct 93
Contract—RR93002002
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Encoding (Psychology), Higher Education, Instructional Effectiveness, *Lecture Method, *Memory, *Notetaking, Recall (Psychology), Secondary Education, *Student Participation, *Teaching Methods, Time Management, Writing Skills
Identifiers—ERIC Digests

Several recent investigations have suggested that students need help with their notes, as even successful students may fail to record many ideas communicated by the lecturer. Results also suggest that there is value in having students participate in the notetaking process in that they are more likely to remember what they have noted, even if full notes are provided by the instructor. Several studies have indicated that students are able to achieve more on tests when they are provided with partial notes to review. Several formats have been examined for partial notes, and it appears that skeletal notes, with the main ideas supplied and space left for students to fill in the gaps, are the most effective. Ideally, the instructor is advised to provide both skeletal notes before the lecture and detailed notes afterward to afford maximum benefits to the students. The disadvantages of detailed notes, particularly in terms of instructor time, mean that few will choose this option. It can also be argued that students should improve the quality of their own notes to enhance the learning process. Providing skeletal notes in increasing quantity as a function of the lecturer's increasing information density is a suggested compromise. (Contains 7 references.) (SLD)

ED 366 330 IR 016 538
Ely, Donald P.
The Field of Educational Technology: A Dozen Frequently Asked Questions. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-7
Pub Date—Dec 93
Contract—RR93002009
Note—6p.; Update of ED 232 616.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, *Educational Technology, Higher Education, Information Sources, Information Technology, Professional Associations, Scholarly Journals, Textbooks
Identifiers—*ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (JLB)

ED 366 329 IR 016 537
Smith, Marilyn E.
Television Violence and Behavior: A Research Summary. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-8
Pub Date—Dec 93
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Informa-

BEST COPY AVAILABLE

tion & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Behavior Patterns, *Behavior Problems, Child Behavior, Children, Federal Regulation, Self Control, Television, Television Research, *Television Viewing, *Violence
Identifiers—ERIC Digests
This digest describes the overall pattern of the results of research on television violence and behavior. Several variables in the relationship between television violence and aggression related to characteristics of the viewers and to the portrayal of violence are identified. Viewer characteristics included: age, amount of television watched, identification with television personalities, belief that television violence is realistic, intellectual achievement, and psychological state before and after viewing television. In addition, the digest summarizes concerns regarding the effects of television violence. (Contains 20 references.) (TMK)

ED 366 262 HE 027 104
Pock, Robert K.
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-4
Pub Date—Jan 94
Contract—RR93002008
Note—4p.; For the full-length report, see HE 027 105.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1; full report $18).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, Faculty College Relationship, Freedom of Information, Higher Education, Political Issues, Private Colleges, *Professional Autonomy, Public Colleges, School Policy, *Teacher Rights
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title in the ASHE-ERIC Higher Education Report series. Academic freedom provides the foundation for faculty scholarship and teaching, making it possible for educators to exchange ideas and concepts freely in the classroom, to explore and disseminate new knowledge, and to speak out both as professionals and private citizens. It is important, therefore, that faculty members and administrators fully understand the issues and contexts that surround academic freedom in American higher education. This report briefly addresses the following issues: (1) what the popular notions are concerning academic freedom, (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) the current issues that affect academic freedom. While the basic notion of academic freedom stems from the 1940 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors and the Association of American Colleges in which the elements are specified, the U.S. Supreme Court has never granted academic freedom full constitutional status. Additionally, while faculty members at public educational institutions may enjoy some constitutional protection, faculty at private schools must rely mainly on contractual safeguards. Current issues significantly affecting academic freedom include artistic expression, political correctness, limitations initiated by church related colleges and universities, and subpoenaed research information. To adequately address these issues requires organizationally endorsed policies that clearly identify freedoms that are available and the role of faculty.(GLR)

ED 365 989 CS 214 165
Jenkinson, Edward
Writing Assignments, Journals, and Student Privacy. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-01
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Censorship, Elementary Secondary Education, *Journal Writing, *Parent Attitudes, *Privacy, *Student Rights, Textbook Evaluation, *Writing Assignments
Identifiers—ERIC Digests, Hatch Amendment, *Personal Writing
Nine years ago, many parents protesting the Protection of Pupil Rights Amendment (commonly referred to as the Hatch Amendment) accused the schools of invading student privacy in sex and drug education classes, in counseling sessions, and in English classes. Some parents testifying at hearings conducted by the United States Department of Education also rejected student journal writing and any speaking or writing assignments that called for the revelation of personal experiences. It is appropriate for teachers to remind students that effective writing often includes personal experience and concrete details, but the students should have the option of deciding what is to be shared with the teacher. Long before the hearings on the Hatch Amendment, textbook censors Norma and Mel Gabler found what they charged were invasions of privacy in a variety of textbooks–they objected to questions that call for students' opinions or declarations of values. Charges of invasion of student privacy cannot be dismissed lightly. Teachers, counselors, and administrators must consider carefully the classroom questions, activities, and assignments that call for the revelation of private information about students and/or their families. Guidelines developed by the National Council of Teachers of English suggest that teachers: explain that journals are not diaries but are concerned with the content of courses; do something active and deliberate with what students write; and award points for journals but not grade them. (RS)

ED 365 979 CS 011 580
Macfarlane, Eleanor C.
Children's Literacy Development: Suggestions for Parent Involvement. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-02
Pub Date—94
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Enrichment Activities, Library Services, Listening, *Parent Child Relationship, Parent Materials, *Parent Participation, *Parent Role, Parents as Teachers, Play, Public Libraries, Reading Aloud to Others, Writing (Composition)
Identifiers—Childrens Writing, *Emergent Literacy, ERIC Digests
Noting that parents are their children's first and most important teachers, this digest provides suggestions and recommends resources to help parents become involved in their children's literacy development. The digest discusses visiting the public library; reading aloud and modeling reading; playing with children; listening to children read; having book conversations with children; and helping children write. The digest also presents a sampling of free or inexpensive materials that parents can send for. (RS)

ED 365 478 PS 022 161
Schweinhart, Lawrence J.
Lasting Benefits of Preschool Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-2
Pub Date—Jan 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, At Risk Persons, Crime, *Educational Benefits, Educational Quality, *Longitudinal Studies, *Preschool Education, Program Costs, Program Effectiveness, Wages, Welfare Services
Identifiers—Earning Potential, ERIC Digests
This digest reviews various longitudinal studies that examined the long-term effects of programs that served young children living in poverty and at risk of school failure. Concerning program effects on school performance, all studies that collected data on children's intellectual performance found that their program groups had better intellectual performance than their no-program groups during the program and for a year or two thereafter. Results of various studies indicated that, compared to the no-program group, program group members were less likely to be placed in special education classes and to be retained in grade, and had higher high school graduation rates. Concerning the programs' effects on community behavior, one study found that, compared to the no-program group, program group members: (1) had fewer criminal arrests; (2) spent less time on probation; (3) reported higher monthly earnings; (4) were more likely to own a home and a second car; and (5) received less welfare assistance or other social services as adults. One study that analyzed the costs and benefits of a preschool program found significant returns to taxpayers from savings in later schooling costs, higher taxes paid by program participants because of their later higher earnings, savings in welfare assistance, and savings to the criminal justice system and to potential victims of crimes. These studies suggest that high-quality programs for young children produce long-term benefits because they empower young children to carry out their own learning activities; parents to work with teachers in supporting children's development; and teachers to engage in practices that support children and parents. (BC)

ED 365 477 PS 022 105
Cesarone, Bernard
Video Games and Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-3
Pub Date—Jan 94
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Aggression, *Antisocial Behavior, Children, Grade 7, Grade 8, Junior High Schools, Junior High School Students, Sex Differences, Sex Stereotypes, Television Viewing, *Video Games, *Violence
Identifiers—ERIC Digests, National Coalition on Television Violence
This digest examines data on video game use by children, explains ratings of video game violence, and reviews research on the effects of video games on children and adolescents. A recent study of seventh and eighth graders found that 65% of males and 57% of females played 1 to 6 hours of video games at home per week, and 38% of males and 16% of females played 1 to 2 hours of games per week at arcades. This study also found that, among five categories of video games, games that involved fantasy violence and sports games (many with violent themes) were most preferred by the students surveyed. Systems for rating the violent content of video games have been developed by the Sega and Nintendo companies, and by the National Coalition on Television Violence (NCTV). A 1989 survey of video games conducted by NCTV found that 71% of the games received 1 of 3 violent ratings. Contrary to early research, recent studies on the effects of video games on children have found connections between children's playing violent games and later aggressive behavior. A research review done by NCTV in 1990 found that 9 of 12 studies on the

impact of violent games on children reported harmful effects. Some professionals speculate that performing violent acts in video games may be more conducive to children's aggression than passively watching violent acts on television. Another problem cited by critics of video games is that these games stress autonomous rather than cooperative action. Furthermore, children's attitudes toward gender roles may be influenced by video games, in which women are usually cast as persons who are acted upon, rather than as initiators of, action. Given the inconclusive nature of research, recommendations concerning video games must be conservative. (BC)

ED 365 468 PS 022 029

Blank, Helen

Using Federal Funds To Improve Child Care. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-94-1

Pub Date—Jan 94

Contract—RR93002007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, *Day Care, Early Childhood Education, *Educational Improvement, *Educational Quality, *Educational Supply, Individual Needs, Low Income Groups, National Surveys, Salaries, School Age Day Care, *State Programs, Statewide Planning

Identifiers—Caregiver Training, *Child Care and Development Block Grants, Child Care Needs, Childrens Defense Fund, ERIC Digests, Infant Care, Resource and Referral Service

New federal money for child care, flowing to the states as a result of the landmark 1990 child care legislation, titled the Child Care and Development Block Grant Act, has prompted states to make significant improvements in state child care programs and policies. Based on a national survey conducted in 1993 by the Children's Defense Fund (CDF), this digest reviews ways that states are using federal funds to invest in child care quality and supply. The digest focuses on eight areas of child care needs: (1) licensing and monitoring; (2) resource and referral services; (3) child care for infants, school-age children, and special needs children; (4) child care for low-income families; (5) comprehensive and enriched services; (6) training for providers; (7) salaries; and (8) statewide planning. The CDF report indicated that block grant money has been used by states to provide grants to providers to help them meet licensing requirements; to expand or improve programs for children with special needs; to raise reimbursement rates to low-income families; to supplement Head Start programs by enriching program services or extending program hours; to fund training for rural providers and pay for providers' coursework toward credentials or degrees; and to create advisory committees for implementing the block grant. Despite these gains, the need for child care assistance remains huge. Federal, state, and local governments must collaborate with the private sector, religious organizations, and volunteer groups to meet the child care needs of low-income families. (BC)

ED 365 354 IR 054 815

Preston, Nancy R.

Access Points to ERIC: Update 1992. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-6

Pub Date—Sep 92

Contract—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Bibliographic Databases, Dial Access Information Systems, Information Networks, *Information Sources, Information Technology, Local Area Networks, Online Systems, Online Vendors, Optical Disks, Reference Materials

Identifiers—*ERIC, ERIC Digests, Internet, Printed Materials

The ERIC system's commitment to reaching diverse user audiences, coupled with the rapid advancement of information technologies, has resulted in a larger-than-ever selection of access points to ERIC. This digest discusses the original and newer means of accessing the ERIC bibliographic database of education-related materials. The access points discussed are online access through commercial services; CD-ROM; locally-mounted systems and Internet access; and print access. Other topics include acquiring ERIC articles and documents, extension of services beyond the ERIC database, and future plans for ERIC. A source list is included. (JLB)

ED 365 312 IR 016 526

Alternative Assessment and Technology. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-93-5

Pub Date—Dec 93

Contract—RR93002009

Note—4p.; Adapted from an article by Dorothy Bennett and Jan Hawkins in "News from the Center for Children and Technology and the Center for Technology in Education," v1 n3 Mar 1992.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science & Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Competency Based Education, Computer Simulation, Educational Cooperation, Educational Objectives, *Educational Technology, Educational Testing, *Evaluation Methods, High Schools, High School Students, Multiple Choice Tests, Portfolios (Background Materials), *Student Evaluation, Technology Education, Thinking Skills, Video Equipment

Identifiers—ERIC Digests, *Performance Based Evaluation, Portfolio Performance Appraisal Systems

This digest focuses on going beyond multiple choice testing to the development of methods for assessing complex knowledge and performances. Newly designed assessment systems must accurately measure and promote the complex thinking and learning goals that are known to be critical to students' academic success and their eventual sustained achievement and contribution to their communities. The digest discusses performance-based assessment and portfolio assessment as alternative approaches. The contribution that technology can make to the creation of workable and meaningful forms of alternative assessment is also addressed. The digest overviews some of the approaches to alternative assessment that the Center for Technology in Education (CTE) has been investigating. CTE is working in collaborative projects with a variety of schools. Within these projects, CTE has experimented with a number of tasks in the development of technology-based performance assessment records in high school science and mathematics, including computer simulations, oral presentations, paired explanations, progress interviews, and videotaped demonstrations. CTE evaluates student performance on two levels: the quality of the oral presentation and the quality of the device. A list of eight additional readings is provided. (TMK)

ED 365 206 HE 026 997

Aguirre, Adalberto, Jr. Martinez, Ruben O.

Chicanos in Higher Education: Issues and Dilemmas for the 21st Century. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-3

Pub Date—Jan 94

Contract—RR93002008

Note—4p.; For the report on which this digest is based, see HE 026 998.

Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Access to Education, Civil Rights, College Students, Educationally Disadvantaged, Equal Education, Ethnic Bias, Faculty Integration, Federal Legislation, Federal Programs, *Futures (of Society), *Higher Education, *Mexican Americans, Minority Groups, Spanish Speaking

Identifiers—Chicano Movement, *Chicanos, Chicano Studies, ERIC Digests, *Hispanic American Students

This monograph digest addresses Chicano participation in higher education to date and pressing issues for increased participation in the 21st century. An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation. Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes. The paper notes very slow improvement for Chicanos in higher education due in part to the small numbers of Chicano students pursuing postsecondary education. A section on how Chicanos relate to higher education considers developments in access and participation beginning in the 1850s in California and including the recent construction of "El Plan de Santa Barbara" in which the Chicano community defined their own aims in higher education. Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status. A section on Chicano representation in higher education finds that Chicano faculty, though persons of extraordinary accomplishment, are marginalized in the academic community. The monograph argues that Chicanos must use educational attainment for social change and acquiring influence for participation in policy-making arenas. (JB)

ED 365 170 FL 800 706

Ranard, Donald A. Pfleger, Margo

Language and Literacy Education for Southeast Asian Refugees. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-06

Pub Date—Sep 93

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *English (Second Language), Government Role, Hmong People, Job Skills, *Language Skills, *Literacy Education, Program Development, Public Policy, *Refugees, Trend Analysis, *Vietnamese People

Identifiers—*Asia (Southeast), ERIC Digests

The United States has admitted more than 1 million Southeast Asian refugees since 1975. The impact of these refugees on language and literacy education has been profound; many innovations in adult English-as-a-Second-Language (ESL) education have derived from efforts to meet their language and literacy needs. The first wave of refugees in the mid-1970s included individuals with high levels of education. The debate that began in 1975 continues today: Should refugees receive intensive language and job training before entering the labor force, or should they get jobs right away and study English part-time? A U.S. policy represented a compromise between the two positions, and government programs provided up to 3 years of public assistance including free language education. Literacy was not explicitly taught. The second wave of refugees, including many rural people with little schooling, came in the late 1970s. Their arrival resulted in two major educational developments: the 1980 Overseas Refugee Training Program, and a re-examination of the entire approach to refugee education. Today's Southeast Asian refugees–largely Hmong, an ethnic minority from Laos, and former political

prisoners from Vietnam–are arriving at a time of diminishing government support for refugee education and growing pressure for refugees to become employed as soon as possible. Newcomers with more than basic English skills are at a disadvantage, pushed to find jobs and study English part-time. Refugees with higher English skills have difficulty finding an appropriate ESL program. However, programs are adapting to current needs and interests. (LB)

ED 365 169 FL 800 705
Wrigley, Heide Spruck
Adult ESL Literacy: Findings from a National Study. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-05
Pub Date—Sep 93
Contract—RR93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Community Organizations, *English (Second Language), Financial Needs, Immigrants, *Literacy Education, National Surveys, Needs Assessment, Part Time Faculty, Program Administration, *Public Policy, Resource Allocation, Success, Trend Analysis, Volunteers
Identifiers—ERIC Digests, Family Literacy, Workplace Literacy
A 2-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. Adult ESL literacy learners were found to be varied in terms of literacy backgrounds and experience. Adults who are part of an established immigrant community do much better than those without social networks. Literacy programs themselves are diverse, based in a variety of sites from community colleges to union halls and churches. They may include basic literacy, general ESL, family literacy, workplace literacy, or community-oriented literacy. Successful ESL literacy programs share the features and practices that characterize successful language learning programs, including a curriculum based on needs assessment. Funding, which influences program offerings, comes from federal and state sources, corporations, or foundations. Most ESL literacy programs are dependent on short-term funding, which threatens their stability and continuity. Successful programs have charismatic leaders, but most programs are staffed by part-time teachers or volunteers, and many are experiencing burnout. The tenuous nature of the programs studied makes it clear that administrators, teachers, learners, and other stakeholders must make their voices heard before significant change will take place. Contains 8 references. (LB)

ED 364 985 EA 025 530
Gaustad, Joan
Risk Management. ERIC Digest, Number 86.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-1
Pub Date—Feb 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, Decision Making, *Educational Finance, Educational Planning, Elementary Secondary Education, Legal Problems, Long Range Planning, *Management Systems, *Risk
Identifiers—ERIC Digests
The ordinary conduct of school business is accompanied today by risks that were rare or unknown a few decades ago. This ERIC Digest discusses how risk management, a concept long used by corporate decision makers, can help school boards and administrators conserve their districts' assets. Risk management is a coordinated effort to protect an organization's human, physical, and financial assets. The Digest describes how school districts can identify and evaluate risks and delineates various loss-control activities that help to reduce or eliminate risks. It also discusses the ways in which districts can finance unavoidable risks, usually through the purchase of insurance. Finally, the factors of an effective risk-management program are identified. (LMI)

ED 364 926 CS 508 405
Aiex, Nola Kortner
A Communicative Approach to Observation and Feedback. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-10
Pub Date—93
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, *Feedback, *Interpersonal Communication, *Teacher Administrator Relationship, *Teacher Evaluation, Teacher Improvement, Teaching Styles
Identifiers—Communication Behavior, ERIC Digests, Observation Techniques, Supervisor Supervisee Relationship
Classroom observation and evaluation of teachers by supervisors or principals is a delicate process. Most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it. Many times the role of the principal is unclear in the observation process. Standardized observation formats sometimes fail to accommodate the skewed patterns of instructional delivery found among a particular group of teachers. Having evaluation personnel develop a school-specific format, based upon existing teaching styles, would be one alternative to using a standardized format. The feedback conference should begin on a positive note. As the supervisor goes through the observation process, the establishment of supervisor-teacher rapport is the most important element. The probability of a successful observation process where mutual communication occurs between teacher and administrator improves dramatically when the criteria for observation are mutually agreed upon, and when the supervisor proceeds with sensitivity and skill. (RS)

ED 364 134 HE 026 930
Riggs, Robert O. And Others
Sexual Harassment in Higher Education from Conflict to Community. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-2
Pub Date—93
Contract—RR93002008
Note—4p.; For the full length report, see HE 026 929.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1, full report $18).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Colleges, *Early Intervention, Educational Environment, *Federal Legislation, *Higher Education, *Interpersonal Relationship, Postsecondary Education, Sex Discrimination, Sexual Abuse, *Sexual Harassment, Universities
Identifiers—Civil Rights Act 1964 Title VII, ERIC Digests, Title IX Education Amendments 1972
This brief report summarizes a longer document with the same title. The report discusses the problem of sexual harassment on college campuses and what intervention strategies academic institutions can take to help eliminate the problem. It notes that sexual harassment is a form of sexual discrimination prohibited by federal law, and examines what the definition of sexual harassment is as well as why it is illegal. Research shows that between 20 and 30 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment, (2) provide accessible grievance procedures, and (3) provide education about the nature of this type of behavior to educate the campus community. (Contains 10 references.) (GLR)

ED 363 914 EA 025 282
McNeir, Gwennis
Outcome-Based Education. ERIC Digest, No. 85.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-7
Pub Date—Oct 93
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, College of Education, Agate Hall, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Accountability, *Competency Based Education, *Educational Change, *Educational Objectives, Elementary Secondary Education, Minimum Competencies, School District Autonomy
Identifiers—ERIC Digests, *Outcome Based Education
This digest examines the tenets of outcome-based education (OBE), outlines some of its primary criticisms and challenges, and describes successful OBE models implemented in various school districts. Outcome-based education (OBE) is one model for restructuring currently being examined nationwide. In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" students should be able to demonstrate upon leaving the system. Although the forms of OBE vary, OBE frameworks share an emphasis on systems-level change; observable, measurable outcomes; and the belief that all students can learn. Critics charge that outcomes reflect values, and that OBE views education as a means to an end, lacks a comprehensive research base, may deemphasize specific subject content, poses problems in measurement and assessment, and involves a great deal of cost and time. Suggestions are offered for school-district actions prior to the implementation of OBE, as well as strategies for making a successful transition to OBE. (LMI)

ED 363 884 CS 214 105
Simic, Marjorie
Publishing Children's Writing. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-08
Pub Date—93
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, Classroom Environment, Elementary Education, Teacher Role, *Writing for Publication, *Writing Instruction, *Writing Processes
Identifiers—*Childrens Writing, ERIC Digests, Writing Development
To make writing public, the writer must have an audience. A cooperative and caring environment that invites children to share and respond is the type

of supportive environment in which children's reading and writing can flourish. Children who have not published do not write for an audience, but instead write for a critical reader–the teacher. According to several experts, how teachers choose to make student writing public may not be as significant as the attitude instilled in students during the writing. An integral part of the publication stage is sharing, in which children receive feedback on their writing while in the "author's chair" or the "author's circle." In the process of revision, children become responsible for corrections. Ultimately, the goal is for students to be able to express themselves and what they are learning through writing. (RS)

ED 363 869 CS 011 468
Collins, Norma Decker
Teaching Critical Reading through Literature. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-09
Pub Date—93
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, *Classroom Environment, Critical Reading, *Critical Thinking, Elementary Secondary Education, *Reading Processes, *Teacher Role, *Thinking Skills
Identifiers—ERIC Digests, Response to Literature
Noting that it is only within the last decade that schools have begun to identify ways to optimize language use to promote higher level thinking, this ERIC Digest focuses on developing thinking skills in reading. The digest discusses the impetus for critical reading, the use of children's literature as a tool for teaching thinking skills, a classroom environment which fosters inquiry, the active reader, and the teacher's role. (RS)

ED 363 799 CE 065 126
Kerka, Sandra
Women and Entrepreneurship. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-143
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Career Education, Economic Opportunities, *Entrepreneurship, Federal Programs, *Females, Futures (of Society), Minority Groups, *Nontraditional Occupations, Risk, *Self Employment, Sex Discrimination, Sex Fairness, Sex Stereotypes, Small Businesses, Welfare Recipients
Identifiers—ERIC Digests
The spectrum of women-owned businesses ranges from full corporations to microenterprises. Women business owners share many characteristics and motivations of business owners generally; other factors are dissatisfaction with "glass ceiling" limits, desire for job flexibility, and age discrimination. Women entrepreneurs often face barriers not usually encountered by men: lack of socialization to entrepreneurship, exclusion from traditional business networks, lack of access to capital, discriminatory attitudes, gender stereotypes, and lack of confidence. Low-income women run up against barriers in the system, such as restrictions on recipients of Aid to Families with Dependent Children. Women of color face discrimination and cultural bias within their cultural group and in society. Federal support for women business owners includes programs and services of the Small Business Administration. New approaches are emerging from strategies being used in less developed countries to support women in development: stimulation of microenterprises, microcredit lending, and peer-group lending. Many women business owners are part of a new breed of entrepreneur whose goal is to identify a social cause, cultivate an opportunity, and turn it into a profit. Women's communal enterprises tend to take a holistic approach, balancing work, family, economic, and cultural values. (Contains 14 references.) (YLB)

ED 363 797 CE 065 124
Lankard, Bettina A.
Part-Time Instructors in Adult and Vocational Education. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-141
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Educational Needs, *Needs Assessment, *Part Time Faculty, *Professional Development, Teacher Evaluation, *Teacher Improvement, Teacher Orientation, *Vocational Education
Identifiers—ERIC Digests
Part-time instructors have been increasingly in demand in adult and vocational education. The two greatest benefits an educational program realizes by employing part-time instructors are cost savings and staff flexibility. Part-time employment offers certain benefits to instructors. Particularly drawn to such teaching commitments are semiretired professionals, individuals enrolled in full-time degree programs, and people who wish to augment their income by holding a second job. Lower salaries, lack of health insurance and other benefits, and lack of negotiation power regarding raises and promotions are among the frustrating aspects of part-time employment. Because they are employed primarily for their professional competence rather than their pedagogical training, many part-time instructors lack the teaching skills and teaching experience required in the classroom. Despite the importance of professional development, few institutions offer such activities to their part-time instructors. Four broad categories of training needs are introduction to the educational setting, development of basic skills needed by part-time adult educators, refresher courses for experienced workers, and specialized courses such as counseling, assertiveness, and computers. The instructional quality of part-time faculty can be improved through orientation, education and training, evaluation, and administrative support. (Contains 13 references.) (YLB)

ED 363 798 CE 065 125
Lankard, Bettina A.
Parents and the School-to-Work Transition of Special Needs Youth. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-142
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, Career Education, *Disabilities, Educational Legislation, *Education Work Relationship, Federal Legislation, High Schools, Individualized Education Programs, Interdisciplinary Approach, *Parent Participation, *Parent Role, School Counselors, *Special Needs Students, Vocational Education
Identifiers—Americans with Disabilities Act 1990, ERIC Digests, Individuals with Disabilities Education Act
The comprehensiveness and effectiveness of school-to-work transition activities are limited by staff and time. The unique and complicated counseling needs of students with disabilities require the involvement of other actors, primarily parents. Youth with disabilities and their parents must be knowledgeable about vocational opportunities and program requirements as well as community services and other benefits available to them by law. Federal legislation that has mandated certain policies to ensure transition assistance for students with disabilities includes the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Other legislation delineates parental involvement at various points during transition. Multidisciplinary transition planning teams–whose core members include parent(s) or guardian, teacher, student, and a staff member appointed to coordinate the transition planning process–are one way of bringing parents into the mainstream of the transition process. Parents can support their children's transitions by organizing to ensure political pressure and compliance with the law, monitoring employers' hiring practices, ensuring access to public accommodations, and filing formal complaints. Collaborative consultation is effective in solving problems parents and students encounter in making school and work transitions. In this arrangement, teachers and parents are co-equals recognizing the expertise each brings to the planning. (YLB)

ED 363 796 CE 065 123
Wagner, Judith O.
Locating Education and Literacy Statistics. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-140
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Educational Research, Educational Trends, High School Equivalency Programs, *Information Sources, *Literacy Education, *Statistical Data
Identifiers—ERIC Digests
Although the ERIC database includes descriptions of documents containing education statistics, it is not designed to provide answers to specific statistical questions. The single best alternative source for statistics regarding all aspects of education and literacy is the National Center for Education Statistics (NCES), part of the U.S. Department of Education's Office of Educational Research and Improvement. Statistical information can be obtained by calling the information office at NCES; their reports and newsletters can be found at most state, university, and large-city public libraries. Literacy statistics can be located in the report produced by the National Adult Literacy Survey conducted by the NCES in cooperation with the Educational Testing Service. Each state has–or soon will have–a State Literacy Resource Center that will become part of a network of centers to stimulate the coordination of literacy services, enhance the capacity of state and local organizations to provide literacy services, and serve as a link between the National Institute for Literacy (NIL) and service providers. Information and/or statistics on various aspects of literacy can be obtained from the following: Institute for the Study of Adult Literacy; National Center for Family Literacy; Division of Adult Education & Literacy Clearinghouse, U.S. Department of Education; Center for Literacy Studies; Literacy Volunteers of America; NIL; Contact Center Inc.; and National Center on Adult Literacy. (Contains 12 references.) (YLB)

ED 363 676 UD 029 558
Inger, Morton
Teacher Collaboration in Urban Secondary Schools. ERIC/CUE Digest, Number 93.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-7; ISSN-0889-8049
Pub Date—Sep 93
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, *Educational Cooperation, Educational Improvement, High Schools, Participative Decision Making, *School Based Management, School Policy, Secondary Education, *Secondary School Teachers, Student Behavior, Student Improvement, *Teacher Role, Urban Schools, *Urban Teaching
Identifiers—ERIC Digests, *Teacher Collaboration
In most schools, especially urban high schools, teachers are colleagues in name only. Some schools,

however, do foster substantial collegial relationships among teachers; and when schools are organized to support such teacher collaboration, the benefits are substantial. To make teacher collaboration possible and effective, two fundamental conditions appear to be crucial: interdependence and opportunity. Since teachers' main motivation and rewards are in the work of teaching, the extent that they find themselves interdependent with one another to manage and reap the rewards of teaching make joint work a worthwhile investment of time and other resources. Joint action, however, will not occur where it is prohibitively costly in organizational, political, or personal terms; school policy must support the effort, and the value placed on shared work must be stated and demonstrated. Helping teacher collaboration to work requires endorsements and rewards for collaborative efforts, school-level reorganization into teams to stimulate cooperative work, the willingness to give latitude to teachers for influence on matters of curriculum and instruction, enough time for planning periods and implementation, training and assistance, and the support of quality materials and equipment. (Contains seven references.) (GLR)

ED 363 668 UD 029 545
Burnett, Gary
Chapter 1 Schoolwide Projects: Advantages and Limitations. ERIC/CUE Digest, Number 92.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-6; ISSN-0889-8049
Pub Date—Sep 93
Contract—RR93002016
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education, Cost Effectiveness, *Disadvantaged Youth, *Educational Innovation, Educationally Disadvantaged, Elementary Secondary Education, Enrichment, Family Programs, *Federal Programs, Low Achievement, Low Income Groups, Professional Development, Program Implementation, *School Districts, *Supplementary Education
Identifiers—*Education Consolidation Improvement Act Chapter 1, ERIC Digests, Hawkins Stafford Act 1988, Pullout Programs

Since 1981, Chapter 1 of the Education Consolidation and Improvement Act has provided school districts with supplementary services funds for more than five million low-achieving students. Historically, schools have used "pull-out" programs to serve this population, but the provisions of the current legislation, the Hawkins-Stafford School Improvement Amendments of 1988, allow schools with an enrollment of at least 75 percent low-income students to use Chapter 1 funds to create schoolwide projects for improving programs throughout the entire school. Considerable flexibility in the implementation of schoolwide projects is allowed, although there are some limitations. Projects usually include the following components: (1) supplementary and pull-out services; (2) staff development; (3) supplementary professional staff members; (4) family-oriented programs; (5) innovative practices; and (6) other enrichment programs. The benefits of schoolwide programs, in increased flexibility and improved services, are becoming apparent. Drawbacks do exist, however, including a lack of documented academic improvement coupled with high costs at some locations. Costs, time commitments, and the problems of program evaluation requirements also discourage some districts from committing to schoolwide projects. The as yet undeveloped potential of schoolwide projects means that their future implementation must be thoughtful and thorough. (Contains eight references.) (SLD)

ED 363 569 SO 023 591
Graseck, Susan
Teaching Foreign Policy in the Post-Cold War Era. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-8
Pub Date—Oct 93
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Decision Making, Elementary Secondary Education, *Foreign Policy, *International Relations, *Resource Materials, Social Studies, *Teaching Methods, World Problems
Identifiers—ERIC Digests

This ERIC Digest discusses issues relating to teaching about U.S. foreign policy in the changing international environment following the end of the Cold War era and the disintegration of the Soviet Union. The document treats: (1) the need and rationale for teaching and learning about current foreign policy issues; (2) main themes in foreign policy education in the post-Cold War era; (3) balance, inquiry, and decision making in the classroom; and (4) current classroom materials. The U.S. public needs to come to terms with the changing international environment in order to provide a framework or standard to guide policymakers. It is part of the job of education at this juncture in history to help students understand these new issues and be able to take part in the current national dialogue on the future of U.S. foreign policy. In order to participate effectively as citizens in shaping U.S. foreign policy, students must develop an understanding of the range of forces and issues shaping international relations in today's rapidly changing world. The digest describes the following major themes in foreign policy: (1) understanding the international system; (2) responses to international conflict; (3) non-state and transnational actors; (4) understanding U.S. foreign policy in historical perspective; (5) linking foreign and domestic politics; (6) successes in the international system; (7) military technology and proliferation; and (8) north-south relations in the post-Cold War era. Sources for obtaining current classroom material are listed as well as references and ERIC resources. (DK)

ED 363 568 SO 023 590
Hunter, Kathleen
Teaching with Historic Places. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-7
Pub Date—Sep 93
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, *Geography Instruction, *History Instruction, *Local History, *Resource Materials, *Social Studies, Teaching Methods
Identifiers—ERIC Digests

This ERIC digest on a new curriculum project called "Teaching with Historic Places" discusses the program, its products, and how they can be used in classrooms and communities by students, teachers, and other interested groups. The program offers not only educational materials, but also professional training and development for teachers, museum educators, and site interpreters. Sponsored by the National Park Service's National Register of Historic Places and The National Trust for Historic Preservation and focusing on historic plans that document the past, the program uses the buildings, sites, districts, structures, and objects in local surroundings as documents of historical experiences and cultural expressions. This digest suggests that teachers can use historic places to enrich history, geography, and other subjects in the school curriculum, and to integrate instruction across a number of disciplines. At the heart of the "Teaching with Historic Places" program is a series of short lesson plans that are ready for use in the classroom. Each lesson uses a place listed in the National Register of Historic Places to teach a topic usually in the social studies curriculum. The focus of each lesson links a dramatic story of the place to larger themes and events in history. This program is a model for involving young people in researching, interpreting, and taking care of their community environment. It provides an easy-to-follow guide for developing lessons about places in the community. This digest includes information on the developers and distributors of the program materials. A list of references and ERIC resources is included. (DK)

ED 363 553 SO 023 449
Risinger, C. Frederick
Religion in the Social Studies Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-6
Pub Date—Aug 93
Contract—RR93002014
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Court Litigation, Curriculum Evaluation, Educational History, *Educational Strategies, Elementary Secondary Education, *Instructional Materials, Public Schools, *Religion Studies, *Social Studies, Teaching Methods
Identifiers—ERIC Digests, First Amendment, Supreme Court, United States Constitution

This document discusses several aspects of teaching about religion in the public schools. While religion is an important element in many areas of literature, art, and music, the social studies, especially history and civics, provide the best opportunity for including religion in the curriculum. Teaching about religion in public schools is examined from the standpoint of the Constitution's First Amendment clauses regarding freedom of religion, and the prohibition against promotion of religion by government. While the court decisions do not answer all the questions about the role of religion in the public schools, it is clear that the Supreme Court has not prohibited teaching and learning about religion in social studies courses. It is essential that students be taught about religion in human affairs, because many crises throughout the world require an understanding of religious ideas and their impact on history and contemporary thought. Such concepts as nationalism, imperialism, anticolonialism, slavery and antislavery, freedom of conscience, capitalism, and environmentalism are tied inextricably to religion. Within the past decade, several state agencies and local school districts have created mandates and issued guidelines regarding teaching about religion. Professional educational organizations have provided leadership and support for teachers who want to increase and improve instruction about religion. An example of guidelines is included. Instructional strategies for teaching about religion include natural inclusion, fairness and balance, respect for differences, use of religious scriptures, role playing, rights, responsibilities, and respect. A list of references and resources is included. (DK)

ED 363 527 SO 023 191
Risinger, C. Frederick
The Core Ideas of "Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire." ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-5
Pub Date—Jun 93
Contract—R188062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Educational Research, Elementary Secondary Education, *History Instruction, *Research Reports, *Student Educational Objectives, United States History, World History
Identifiers—ERIC Digests

This digest discusses "Lessons From History," the report of the National Center for History in the Schools at the University of California, Los Angeles. The report provides a rationale for the study of history throughout the K-12 curriculum and specifies core ideas, themes, and topics that undergird both content and performance standards in United States history and world history. The study of history must reflect the three ultimate purposes of education in a free society: to prepare individuals for (1) active citizenship, to safeguard liberty and justice; (2) a career of work, to sustain life; and (3) the private pursuit of happiness, or personal fulfillment.

Many recent reports from a variety of sources have emphasized that the importance of history requires a significant increase in the time currently devoted to the subject in most schools. No less than four full years of history should be required of all students between grades 7-12, and history should also be included in ways appropriate to the students' capabilities in the K-6 grades. Three years and two years respectively are recommended for U.S. history and world history. Selecting specific historical topics and content requires an organizational structure based on enduring themes and questions that exemplify the human experience. This digest lists and discusses the major themes presented in "Lessons From History," namely: (1) the development and changing character of human societies; (2) the economic and technological development of societies, resulting in the continual quest to sustain and improve the quality of life; (3) peoples' understanding of themselves, their place in the universe, and the quest for meaning; and (4) the development of political theories and democracy. The digest concludes by describing seven principles found by the report to be associated with effective teaching and learning of history. A list of ERIC resources is included. (DK)

ED 363 526 SO 023 190
Leming, Robert S.
Teaching about the Fourth Amendment's Protection against Unreasonable Searches and Seizures. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-4
Pub Date—May 93
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constitutional History, *Constitutional Law, *Law Related Education, Secondary Education, Social Studies, *Teaching Methods, United States History
Identifiers—Bill of Rights, ERIC Digests, *Fourth Amendment, United States Constitution
This digest discusses issues related to teaching about the Fourth Amendment of the U.S. Constitution. It begins by quoting the amendment that protects citizens of the United States against unreasonable searches and seizures, and goes on to discuss how the understanding and interpretation of the amendment have been influenced by historical events, technological inventions, and changes in thinking. The first section, on understanding and interpreting searches and seizures, outlines the development of the Supreme Court's interpretation through cases decided from 1886 through Katz v. United States, decided in 1967. The telephone, microphone, and instantaneous photography are examples of technological advances that changed the interpretation of the law. The second section explores the meaning of "unreasonable" in the Fourth Amendment. The discussion explains that it was in two cases, Weeks v. United States, decided in 1914, and Mapp v. Ohio, 1961, that the Court argued that evidence gathered in an illegal manner, without probable cause or without a search warrant, should be excluded from court proceedings. Various methods are suggested for teaching the Fourth Amendment. They include: the case study method; a moot court in which students participate as petitioners, respondents, and justices; a simluated congressional hearing; and scripted trials. The paper lists the following steps for teaching the case study method: (1) review the facts in the case; (2) determine the main constitutional issue in the case; (3) examine alternative arguments on each side of the issue in the case; (4) consider the decision (both the majority opinion and any dissenting opinions), and the legal reasoning in the case; and (5) assess the implications and significance of the case in constitutional history. (DK)

ED 363 454 PS 021 963
Katz, Lilian G.
Dispositions as Educational Goals. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-10
Pub Date—Sep 93
Contract—RR93002007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, Curriculum Development, Definitions, Early Childhood Education, *Educational Objectives, Elementary Education, *Personality Traits, *Prosocial Behavior, *Teaching Methods
Identifiers—ERIC Digests
The purpose of this digest is to examine the meaning of the term "disposition" and to suggest the implications of dispositions for educational practice. A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal. Dispositional considerations are important because: (1) acquisition of knowledge and skills does not guarantee that the knowledge and skills will be used and applied; (2) the instructional processes by which some knowledge and skills are acquired may themselves damage or undermine the disposition to use the knowledge and skills; (3) teachers need to support desirable dispositions and weaken undesirable dispositions; (4) there is thought to be an optimum amount of positive feedback for young children above which they may become preoccupied with their performance and the judgments of others rather than the task at hand; and (5) dispositions are less likely to be acquired through didactic processes than to be modeled by young children through exposure to people who exhibit them. Therefore, it seems timely to include dispositions among important outcomes of education. (MDM)

ED 363 165 HE 026 771
Seagren, Alan T. And Others
The Department Chair: New Roles, Responsibilities and Challenges. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDC-HE-93-1
Pub Date—Oct 93
Contract—RR93002008
Note—4p.; For the full length report, see HE 026 770.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, *College Administration, *Department Heads, Faculty Evaluation, Higher Education, Institutional Characteristics, *Leadership, Political Power, Professional Development, Teacher Administrator Relationship
Identifiers—ERIC Digests
This digest explores the changing role of the academic department chair in the areas of leadership, influence, and faculty development. The paper uses research insights to explore the situation of an academic chair who is squeezed between the demands of upper administration and the expectations of faculty, staff, and students. Studies of the roles and responsibilities of chairs consistently show that the chair's role is ambiguous, unclear in authority, and difficult to classify as faculty or administrator. The tradition of faculty ownership dictates that chair leadership must emphasize empowering activities. The most effective use of political influence and power understands the political forces and processes of the institution and maneuvers groups and coalitions to achieve the autonomy and control necessary to a strong department. Faculty evaluation provides the chair with a powerful opportunity for developing quality. In addition, the chair must recognize how institutional type, history, and culture, model of governance, and discipline can influence what is expected. In the coming years chairs will need a program of professional development on many fronts to acquire the skills to address the complex challenges they will face. (Contains 9 references.) (JB)

ED 363 141 FL 021 639
Met, Myriam
Foreign Language Immersion Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-03
Pub Date—Nov 93
Contract—RR93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, Educational Objectives, Elementary Secondary Education, FLES, *Immersion Programs, Instructional Materials, *Language of Instruction, Program Development, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
Immersion is defined as a method of foreign language instruction in which the regular school curriculum is taught through the medium of the language. The foreign language is the vehicle for content instruction; it is not the subject of instruction. Different questions pertaining to the following subjects are answered: (1) long-range goals of a program, (2) eventual effects on verbal and mathematical skills in English, (3) keys to successful programs, (4) advantages and disadvantages of total and partial immersion, (5) the best grade level to begin a program, (6) the commitment required for participants and their parents, (7) program staff, (8) materials used, (9) effect of immersion programs on existing foreign language programs, and (10) the number of students a school should plan for. (Contains 16 references.) (AB)

ED 363 053 EC 302 509
Smarte, Lynn
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses. ERIC Worksheet E523.1.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002005
Note—3p.; Supplemental worksheet to EC 302 508.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clearinghouses, Databases, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, Information Retrieval, *Online Searching, Preschool Education, *Search Strategies
Identifiers—*ERIC
This worksheet is a supplement to "ERIC Basics: How To Use ERIC To Search Your Special Education Topic." It provides an example of how a special education question can be converted to a strategy for searching the ERIC (Educational Resources Information Center) database. The worksheet suggests that the ERIC user write the topic in his or her own words, divide the topic into two or three basic concepts, use the "Thesaurus of ERIC Descriptors" to locate the subject terms that best represent the concepts, and combine the descriptors using ANDs and ORs. A list of the names, addresses, and telephone numbers of the 16 ERIC clearinghouses is included, with a note that each clearinghouse has responsibility for providing information services within its subject area and can assist in development of search strategies. The ERIC Clearinghouse on Disabilities and Gifted Education is listed as the clearinghouse with primary responsibility for special education information. (JDD)

ED 363 052 EC 302 508
Smarte, Lynn
ERIC Basics: How To Use ERIC To Search Your Special Education Topic. ERIC Digest E523.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-6
Pub Date—Oct 93

Contract—RR93002005
Note—3p.; For a supplementary worksheet, see EC 302 509.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Databases, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, Information Retrieval, Information Sources, *Online Searching, Preschool Education, Search Strategies
Identifiers—*ERIC, ERIC Digests

This digest offers tips for both new and experienced users of the Educational Resources Information Center (ERIC) database. It describes ERIC as a federally funded, nationwide information network providing access to papers, curriculum and teaching guides, conference proceedings, literature reviews, curricular materials, and journal articles in the field of education. It notes that over 60,000 documents and journal articles in ERIC relate to the education of exceptional children. The digest explains how to determine the best way to access ERIC, states the importance of using the "Thesaurus of ERIC Descriptors" to identify subject terms, reviews the use of Boolean logic for expanding or limiting the database search, and points out that the 16 ERIC clearinghouses have information specialists to provide assistance. The ERIC Clearinghouse on Disabilities and Gifted Education is noted as having the primary responsibility for collecting and disseminating information on special education. A supplement to the digest, titled "ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses" is also available. (JDD)

ED 362 506 SP 034 776
Gartner, Audrey Riessman, Frank
Peer-Tutoring: Toward a New Model. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-2
Pub Date—Aug 93
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, Elementary Secondary Education, Learning Strategies, Peer Relationship, *Peer Teaching, Program Design, Program Implementation, Student Participation, *Tutoring
Identifiers—City University of New York, ERIC Digests, *Learning through Teaching, Peer Facilitators, *Tutor Role, Tutor Training

The literature on peer tutoring indicates that gains for tutors often outdistance those of the students receiving help. Learning through teaching is a significant mechanism that provides an opportunity to reformulate and extend the use of peer tutoring. This digest discusses a new tutor-centered, peer tutoring model being designed at the Peer Research Laboratory at the City University of New York, provides examples of programs applying the new tutoring model, and outlines the requirements to make the model work. The new model is different from usual tutoring approaches where more proficient students tutor the less proficient. In this model, the tutoring process is viewed as developmental: all tutors will have had the experience of being tutees as part of an apprenticeship for becoming tutors. Because the model calls all students to participate in giving and receiving tutoring, it removes the negativity usually associated with receiving help. Five programs in which the Peer Research Laboratory has been applying the model are briefly described. A side-by-side comparison of the old and new tutoring models is included. (Contains 12 references.) (LL)

ED 362 505 SP 034 775
Stier, William F., Jr.
Alternative Career Paths in Physical Education: Sport Management. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-1
Pub Date—Aug 93
Contract—RR93002015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, *Careers, *Employment Opportunities, Graduate Study, Higher Education, *Managerial Occupations, *Physical Education, Undergraduate Study
Identifiers—ERIC Digests, *Physical Education Majors, *Sport Management

Prior to the late 1960s, physical education professional preparation programs in the United States were principally concerned with preparing coaches of sport and teachers of physical education. However, in recent decades, the field has spawned a number of alternative career tracks of which none has proven to be more viable than sport management. The field has expanded to 193 institutions that prepare sport managers and administrators on the undergraduate and/or graduate levels in physical education, sport, business, computers, and communications. This digest addresses the history and growth of sport management as a distinct subdiscipline; the rationale for the proliferation of programs; controversies and problems facing sport management; the scope of sport management today; career and employment opportunities; and the future of sport management. (Contains 10 references.) (LL)

ED 362 253 JC 930 482
Cohen, Arthur M.
General Education in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-01
Pub Date—Sep 93
Contract—RR93002003
Note—4p.; Based on "Directing General Education Outcomes," New Directions for Community Colleges, Number 81, Spring 1993.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, College Administration, Community Colleges, Course Content, Cultural Education, *Curriculum Development, *Educational Change, Education Work Relationship, *General Education, Governing Boards, *Learning Strategies, *Thinking Skills, Two Year Colleges, Values Education
Identifiers—ERIC Digests

The term general education has been employed to characterize an array of community college non-vocational programs, from Great Books courses to guidance services. General education at present differs from previous decades in terms of its emphasis on tighter curricular structure, global, gender, and ethnic studies, and the integration of knowledge. Coherence in the general education curriculum is threatened, however, when curricular decisions are made by disparate units. Though chief academic officers claim that their colleges are emphasizing general education, a statewide study conducted in Michigan showed that general education accounted for only 3 of every 10 courses offered. General Education can be envisioned in terms of "habits of thought" which cut across curricular disciplines and which prepare students for the future. To meet learners' future needs, general education should include courses which promote an understanding of the cultural and geographic relationships among people. General education should also help students to become "expert learners" who monitor and manage their own learning. General education should teach students to be expert learners. General education should be appropriate for developmental and occupational students, as well as transfer students, as business needs and technological change are dictating that the skills deficits in the U.S. workforce be remedied. Includes 11 references. (ECC)

ED 362 073 FL 021 586
Rivera, Charlene LaCelle-Peterson, Mark
Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-02
Pub Date—Oct 93
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd St., N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Demography, *Educational Objectives, Elementary Secondary Education, *English (Second Language), *High School Graduates, *Staff Development, Standards, *Student Evaluation, Teacher Education
Identifiers—ERIC Digests, *National Education Goals 1990

The concern for the economic vitality and international standing of the United States has fueled a school reform movement focused on improving the qualities and outcomes of schooling, all of which have led to the establishment of six National Education Goals to be attained by the year 2000. Because none of the Goals addresses English language learners (ELLs) directly, this digest examines how instruction and assessment practices must improve if ELLs are to accompany their peers in meeting Goals 1-4, which include: (1) school readiness, (2) high school completion, (3) and (4) academic achievement. If all students are to achieve the ambitious National Education Goals, the following four points must be considered: student demographic trends should affect program design and instruction; all teacher preparatory programs should include information and experience in teaching ELLs; the same standards must guide the instruction of all students, including ELLs; and assessment systems must be sufficiently flexible to allow students to demonstrate academic knowledge through different linguistic modes, including oral presentations. (AB)

ED 362 072 FL 021 585
Rennie, Jeanne
ESL and Bilingual Program Models. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-01
Pub Date—Sep 93
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd St., N.W., Washington, DC 20037.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Demography, Elementary Secondary Education, *English (Second Language), *Limited English Speaking, Minority Groups, Models, *Program Descriptions, Program Design, Program Effectiveness, Second Language Instruction, Student Characteristics
Identifiers—ERIC Digests

Nowadays all schools must be prepared to meet the challenge of an increasingly diverse student population, including many students who are not proficient in English. The effectiveness of various program models for language minority students remains the subject of controversy, and there are several factors to consider when selecting a program model: (1) district or school demographics, (2) student characteristics, and (3) district or school resources. English-as-a-Second-Language (ESL) programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. There are several different types of ESL programs: ESL pull-out, ESL class period, and ESL resource center. Bilingual program models, which use the students' home language, in addition to English for instruction, are most easily implemented in districts with a large number of students from the same language background. There are three types of bilingual programs: early-exit, late-exit, and two-way . There are other programs that provide neither instruction in the native language nor direct instruction in ESL, but that have adapted instruction to meet the needs of students who are not proficient in English. Two such programs are sheltered English or content-based programs, and structured immersion programs. Researchers have identified a number of attributes that are characteristic of effective programs for language minority students. (AB)

ED 361 813 CS 508 325
Weikle, Julia E.
Self-Talk & Self-Health. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-07
Pub Date—93
Contract—RR93002001
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Communication (Thought Transfer), *Health, *Self Efficacy
Identifiers—Communication Strategies, ERIC Digests, *Health Communication, Intrapersonal Communication, Message Responses, *Self Talk
This digest examines the ways in which self-talk, or inner speech, can help change people's health states. The digest first examines research theories that underpin the concept, then discusses the development of a positive mental attitude, and finally offers some conclusions as to how individuals can best face challenges through taking an active role in deciding what to think. This involves enhancing the positive messages people send themselves but also involves being realistic, identifying the causes for whatever is negative and understanding it as a signal to act. (NKA)

ED 361 057 JC 930 483
Ignash, Jan M.
Challenging the "Revolving Door Syndrome." ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-04
Pub Date—Aug 93
Contract—RR93002003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, *Academic Persistence, Community Colleges, *Dropouts, Early Intervention, Educational Innovation, Mentors, Program Descriptions, Program Effectiveness, *School Counseling, *School Holding Power, School Orientation, School Surveys, Stopouts, Student College Relationship, *Student Development, Two Year Colleges
Identifiers—ERIC Digests
The "revolving door syndrome" refers to the ease with which students are able to enroll in community colleges and the equal ease with which they can drop out. In addition to traditional retention strategies, such as assessment, placement, orientation and advising, innovative approaches have been implemented at five community colleges nationwide. At St. Louis Community College, in Missouri, an effort was made to focus on stopouts by sending letters to all non-returning students in summer 1990, expressing continued interest in the student and reminding them of fall registration dates. The intervention resulted in a statistically significant increase in student re-enrollment. As the result of a survey of the educational goals of non-returning students at Del Mar College, in Texas, a standardized educational plan for all undeclared majors was initiated and public relations staff were made available for assistance during registration. Pennsylvania College of Technology achieved a 4% increase in retention of new students by ensuring that orientation activities such as advising, testing, scheduling, and campus tours were all accomplished on one day, while students at Miami-Dade Community College, in Florida, are sorted into groups based on test scores and provided with academic support throughout their program. Finally, the Puente Project at 23 California community colleges provides developmental English classes, mentors, and peer support for Latino/Chicano students. (ECC)

ED 360 946 HE 026 845
Conrad, Judi
Educating Part-Time Adult Learners in Transition. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-9
Pub Date—93
Contract—RR93002008
Note—4p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Learning, *Adult Students, Continuing Education, Curriculum Design, *Educational Trends, Higher Education, *Midlife Transitions, *Part Time Students, Postsecondary Education, Student Characteristics, Student Needs, Student Personnel Services
Identifiers—ERIC Digests
Adult learners, who comprise over half of all students in higher education, are typically part-time students in transition and present special challenges to colleges and universities. These students are primarily seeking to improve their situation through education, and their commitment to self-improvement dictates a different set of aspirations and expectations as compared to traditional students. National Center for Educational Statistics projects that in 1998, of all higher education students, 71.55 percent will be part-time adult learners. This has compelling policy, curriculum, financial, and administrative implications for institutions. To meet the special needs of this population institutions should provide academic counseling, academic support services, mentoring, convenient class location and scheduling, and cocurricular activities. The many services now available to adult students are typically accessible through a bureaucratic maze. Services centralized at a student affairs office could be organized around eight functional areas: specialized services; advocacy; referral; networking and mentoring; education (e.g., life skills training); clearinghouse that links students to campus services and resources; program planning; and counseling. Curricula for adult learners should include individual planning and active, problem-solving, goal-oriented, and cooperative learning. Teacher education programs have targeted adult learners in transition. Growth in continuing education is in the areas of computer training, human resource management, and quality control. Institutions will be wise to respond to the needs of adult learners in curricula; faculty development programs; administrative procedures; and counseling and support services. (JB)

ED 360 221 SO 023 146
Patrick, John J.
Achievement of Goal Three of the Six National Education Goals. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-3
Pub Date—May 93
Contract—RI88062009
Note—4p.; An update of ED 332 930.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Citizenship Education, Core Curriculum, Educational Change, *Educational Policy, Elementary Secondary Education, *Student Educational Objectives
Identifiers—ERIC Digests, National Assessment of Educational Progress, *National Education Goals 1990
In February 1990, the President and state governors proclaimed a set of six national education goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most Americans have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This Digest addresses Goal Three of the six national goals: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." The Digest discusses summaries of student achievement in core subjects, measured by the National Assessment of Educational Progress (NAEP), which reveal that current levels of student achievement fall far short of the standard implied by National Education Goal Three. The Digest presents ideas for schools and parents to help improve student achievement in core subjects. For example, schools can increase the quantity and the quality of challenging subject matter that all students are required to study in elementary and secondary schools, and encourage more students to pursue advanced coursework in the core subjects. It is suggested that parents, for example, should encourage school teachers and administrators to establish clear and challenging standards about what all students should know and be able to do in all core subjects of the school curriculum. (DB)

ED 360 220 SO 023 145
Patrick, John J.
Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-2
Pub Date—Apr 93
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Change, Educational Objectives, Educational Policy, Elementary School Curriculum, Elementary Secondary Education, *Geography Instruction, *History Instruction, Instructional Materials, Secondary School Curriculum, Social Studies, United States History
Identifiers—ERIC Digests, National Education Goals 1990
Recent state-level curriculum frameworks have emphasized geography and history as core subjects of the social studies sequence of courses, from kindergarten through the twelfth grade. This Digest presents a rationale for the connection between geography and history, presents ideas for developing this connection within the curriculum, and highlights exemplary instructional materials. It is contended that key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history, such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time, and how people have influenced and have been influenced by their environments in different periods of the past. Curriculum developers and teachers interested in connecting geography with history in the curriculum might begin with the five geographic themes: location, place, relationships within places, movement, and region. The Agency for Instructional Technology (AIT) has produced 10 video programs, "Geography in U.S. History," that connect the five geographic themes to key events in U.S. history. These 10 programs as well as other teaching tools are described in the Digest. A list of 17 references is included. (DB)

ED 360 219 SO 023 144
Nickell, Pat
Alternative Assessment: Implications for Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-1
Pub Date—Mar 93
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Educational Practices, *Educational Testing, Educational Trends, Elementary Secondary Education, *Evaluation Methods, Holistic Evaluation, *Social Studies, *Student Evaluation
Identifiers—*Alternative Assessment, ERIC Digests

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Alternative forms of evaluating student progress are changing testing or assessment in U.S. schools. From the teacher-made to the standardized test, the familiar over-emphasis on multiple-choice items is giving way to expanded generative formats in which students are called upon to demonstrate mastery through applications in which they use complex processes and webs of knowledge and skill. This Digest discusses three implications that changing assessment types will have for the social studies. First, to enable students to succeed on alternative assessments, it is imperative that the traditional social studies curriculum be re-examined and reorganized to insure mastery of knowledge, cognitive processes, and behaviors that characterize civic competence. Second, social studies instruction must provide students with real experiences as active and producing members of the community, structured to allow practice in thinking and acting as citizens. Third, assessment should no longer be viewed as separate from instruction. Students should have a clear understanding of expected outcomes of instruction and how evaluation will occur. A list of 12 references is included. (DB)

ED 360 037 JC 930 451

Rifkin, Tronie

Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-93-02

Pub Date—Aug 93

Contract—RI88062002

Note—3p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrators, *Codes of Ethics, College Faculty, Community Colleges, *Conflict of Interest, *Educational Policy, Educational Trends, *Ethics, Faculty College Relationship, Integrity, Moral Values, National Surveys, Plagiarism, *Teacher Behavior, Two Year Colleges

Identifiers—ERIC Digests

The role of ethics in institutional management and instruction and the need for ethics codes have been identified as major issues currently facing community colleges in the United States. In general, ethics codes represent professional ideals, serving as guides for behavior and establishing principles of performance. A study was recently conducted by the Community College Studies Program at the University of California, Los Angeles and the Irvine Group (a group of prominent current and emeritus educators) of 2,500 two- and four-year colleges to identify existing administrator and faculty ethics codes. A total of 413 institutions provided usable responses, and only 36 of these institutions reported administrator ethics policies. With respect to community colleges, these policies tended to specify professional standards for conflict of interest, integrity, nepotism, and accountability. The most common issue covered in college faculty ethics codes was faculty responsibilities, occurring in 27 of 33 responding two-year colleges. In addition, most locally developed policies included a section concerning the ethical obligations of faculty as teachers. The survey also revealed a strong emphasis on faculty rights and conflict of interest. Only four community colleges submitted sexual harassment ethics codes, and no community college submitted a policy concerning ethics in research. In addition to institutional ethics statements, many collective bargaining agreements also detail the rights and responsibilities of faculty members. (PAA)

ED 359 069 SE 053 643

Brosnan, Patricia A. Hartog, Martin D.

Approaching Standards for Mathematics Assessment. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-10

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Objectives, *Educational Principles, Elementary Secondary Education, *Evaluation Methods, *Informal Assessment, Instructional Innovation, *Mathematics Education, Mathematics Instruction, *Standards, State Standards, Testing

Identifiers—*Alternative Assessment, Educational Issues, ERIC Digests, Mathematics Education Research, *National Standards

Current assessment practices in the classroom can affect the movement toward a child-centered curriculum in mathematics education. The mathematical community is addressing the challenge to implement standards in the areas of testing, assessment, and accountability in order to maintain this movement. This digest: (1) discusses what makes current assessment practices in mathematics education problematic, (2) outlines assessment principles to guide the mathematics education community in the establishment of assessment standards, and (3) reviews research results about alternative assessment. Current practices identified as problematic include tests that stress routine rote tasks instead of offering students the opportunity to demonstrate their mathematical powers; assessment that is used for ranking students and not as a tool of instruction; and instruction that teaches toward the test. Lists of the principles and goals established at the National Summit on Mathematical Assessment held in April 1991 and the principles developed by the New Standards Project are given to guide the development of assessment standards. Research results about alternative assessment practices involving portfolios, cooperative group assessment, and student behavior during assessment are cited. The drive toward standards-based education will not be complete without assessment standards. Contains 10 references. (MDH)

ED 359 068 SE 053 641

Haury, David L.

Assessing Student Performance in Science. ERIC CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-8

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free, additional copies, $0.25).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competency Based Education, Educational Change, Elementary School Science, Elementary Secondary Education, Evaluation Criteria, High Schools, Portfolios (Background Materials), Science Curriculum, *Science Education, Secondary School Science, *Student Evaluation

Identifiers—Alternative Assessment, Concept Mapping, ERIC Digests, *Performance Based Evaluation, Performance Based Objectives, Science Process Skills

Assessment of student performance is emerging as a crucial ingredient in the recipe for ongoing improvement of school science. This digest focuses on assessment in the service of instruction, for helping students, teachers, and parents monitor learning. According to M. Jorgensen, performance-based assessment requires that the student demonstrate, or perform the actual behavior of interest. Other forms of alternative assessment include concept mapping, journal writing, scoring rubrics to monitor skill development, and the use of portfolios documenting student accomplishments. A first step in considering assessment methods is to become familiar with the wide range of student outcomes that are being endorsed by science teachers, scientists, and the National Research Council. Drawbacks of performance assessments are noted: staff development resources are required, the assessments take more time than conventional methods, standardization is difficult, and the results may not be generalizable from one context to another. (Contains 9 resources and 19 references.) (PR)

ED 359 067 SE 053 640

Heimlich, Joe E. Puglisi, Dawn D.

Finding Funding for Environmental Education Efforts. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-9

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Donors, *Educational Finance, Elementary Secondary Education, *Environmental Education, *Financial Support, Foundation Programs, *Fund Raising, *Grants, Program Proposals, *Proposal Writing, State Federal Aid

Identifiers—*Environmental Education Programs, ERIC Digests, Gifts

Funds are not always available to finance environmental education efforts in communities and schools. This digest highlights steps for identifying potential sources for funding and how to apply for those funds. Two sources of monetary awards to groups and individuals are grants and gifts. Four steps to identify potential donors and apply for support are given: (1) define the objectives of your project; (2) search for funding sources; (3) select sources that fit your project by considering timelines for proposal submission, interests of the foundation, geographic limitations, and past projects funded; and (4) tailor your proposal to the potential donor by reading funding source materials carefully, emulating their writing style, following application instructions, being explicit about project outcomes, proposing unique project qualities, and applying ideas from proposal writing reference materials. Contains a list of 15 references for writing proposal grants. (MDH)

ED 359 065 SE 053 613

Davenport, Linda Ruiz

The Effects of Homogeneous Groupings in Mathematics. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-6

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Academic Achievement, Educational Practices, Elementary Secondary Education, *Equal Education, Females, *Homogeneous Grouping, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Minority Group Children, Small Group Instruction, *Track System (Education)

Identifiers—ERIC Digests, Mathematics Education Research

Homogeneous grouping of mathematics students, the practice of grouping students of similar ability or achievement, is most prevalent at the high school level, often occurs at the middle and junior high school levels in schools that offer algebra, and occurs at the elementary school level as part of general groupings. This digest summarizes research results on the long-term effects of this practice on mathematics education. Effects are reported in three categories: (1) opportunity to learn mathematics; (2) mathematics achievement; and (3) tracking practices. Results indicate inequities in access to strong mathematics programs, well-qualified teachers, and classroom opportunities for low-track students enrolled in schools that practice homogenous grouping. Studies indicate that homogeneous grouping, especially at the high school level, generally fails to increase learning and seems to widen gaps between students deemed to be more or less able. Research on tracking practices involving the effects on minority and female students indicates that these students

are often placed in lower tracks, particularly at the secondary school level, a troubling result considering the low representation of female and minority students in science and mathematics areas. Contains 18 references. (MDH)

ED 359 064 SE 053 587
Heimlich, Joe E.
Environmental Studies and Environmental Careers. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-7
Pub Date—Jul 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free; $0.25 each additional copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Awareness, *Careers, *Employment Opportunities, Environmental Education, *Job Training, Professional Education
Identifiers—*Environmental Occupations, *Environmental Professionals, Environmental Trends, ERIC Digests
Increased concern with the environment has increased opportunities for employment in the environmental job market. This digest helps clarify the meaning of environmental employment and discusses aspects of its present state. An examination of trends in environmental employment indicates a growing demand for new jobs in environmental fields created from either remedial actions, such as clean-ups and regulatory actions, or from prevention activities. Growth in other careers such as foresters and conservation scientists is expected to be slow. A classification of jobs in environmental fields is done according to content-focus and position-focus. Content-focus careers include careers in pollution prevention and control, disease prevention, and environmental planning. Position-focus careers include careers in environmental science, environmental policy, environmental information, and related professions. Since environmental science is an interdisciplinary arena, preparation for environmental occupations requires an understanding of biology, chemistry, and the physics of the environment; problem solving and mathematics skills; and preparation in a specific area of interest. Contains 13 references. (MDH)

ED 359 051 SE 053 474
Trisler, Carmen E.
Global Issues and Environmental Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-5
Pub Date—Jun 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Decision Making, *Educational Needs, Elementary Secondary Education, *Environmental Education, Integrated Curriculum, Problem Solving, *Teaching Methods
Identifiers—*Environmental Issues, ERIC Digests, *Global Issues, Global Perspectives in Education
An action of an individual or a societal action that has an impact on other societies constitutes a "global issue." Global climate change, airborne toxins, ozone depletion, and solid waste management are a few of the global issues concerning the environment. This digest discusses methods by which students learn about global issues and acquire skills to deal with them. Topics discussed include: (1) the role of formal education in the acquisition of environmental knowledge; (2) the goal of environmental education to develop responsible environmental behavior in citizens; (3) the structuring of environmental education for global issues by either infusing them into the curriculum, inserting new courses into study, or creating a framework that allows learning to be related to and integrated within a student's life; (4) the use of creative problem-solving and decision-making approaches in dealing with global issues; and (5) the need to develop curriculum that addresses the identification of and response to environmental issues of global concern. Contains 10 references. (MDH)

ED 359 049 SE 053 470
Mayer, Victor J.
Earth Systems Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-2
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Earth Science, Elementary Secondary Education, Environmental Education, Holistic Approach, Models, *Science Curriculum, *Science Education, *Science Programs
Identifiers—Earth, ERIC Digests, *Program for Leadership in Earth Systems Education
National concerns about the quality and effectiveness of science teaching have resulted in several efforts directed at restructuring the United States' science curriculum. This digest discusses recent initiatives of the Earth Systems Education. Topics discussed include: (1) efforts to understand the planet Earth; (2) the Program for Leadership in Earth Science Education (PLESE), a program designed to infuse more content regarding the modern understanding of planet Earth into the K-12 science curricula; (3) the Earth Systems Education framework; (4) Earth Systems education and science curriculum restructuring; and (5) Earth systems education projects. Earth Systems Education offers an effective curriculum development strategy that infuses planet Earth concepts into all levels of the K-12 science curriculum, and provides an organizing theme of an integrated science curriculum that could effectively serve the objective of scientific literacy and recruitment of talent into science and technology careers. Contains 16 references. (MDH)

ED 359 048 SE 053 467
Haury, David L.
Teaching Science through Inquiry. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-4
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free, additional copies, $0.25).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discovery Learning, Elementary School Science, Elementary Secondary Education, *Experiential Learning, *Inquiry, Problem Solving, Questioning Techniques, *Science Instruction, Secondary School Science
Identifiers—ERIC Digests, *Hands On Science, *Science Process Skills
From a science perspective, inquiry-oriented instruction engages students in the investigative nature of science. Inquiry involves activity and skills, but the focus is on the active search for knowledge or understanding to satisfy a curiosity. This digest further describes the distinguishing features of inquiry-oriented science instruction and provides a review of the literature on the benefits of teaching through inquiry. This document emphasizes that an emphasis on inquiry-oriented teaching does not necessarily preclude the use of textbooks or other instructional materials. As instructional technology advances, there will be more options for using a variety of materials to enrich inquiry-oriented instruction. (Contains 42 references.) (PR)

ED 359 045 SE 053 451
Kubota, Carole
Education-Business Partnerships: Scientific Work Experience Programs. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-3
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (First copy free, additional copies, $0.25 each.)
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Awareness, *Corporate Support, Elementary School Science, Elementary Secondary Education, Higher Education, Industry, *Inservice Teacher Education, *Partnerships in Education, Private Sector, *Professional Development, *School Business Relationship, *School Support, Science Curriculum, *Science Education, Science Teachers, Secondary School Science, Teaching Methods
Identifiers—ERIC Digests
Renewed interest in public schools by the private sector led to the idea of "partnerships" between education and business. This digest focuses on partnerships where businesses, government agencies, or university laboratories employ teachers during the summer months as a form of professional development and on the subsequent outcomes that appear to directly affect the ways teachers teach. This document provides details of the Industry Initiatives for Science and Math Education program, which was founded in 1985 by a consortium of San Francisco Bay Area companies and government laboratories in a partnership with the Lawrence Hall of Science. From evaluations of the results of scientific work experience partnerships, teachers reported the following benefits: (1) using new teaching strategies, (2) introducing more updated content into the curriculum, (3) increasing the use of computers, (4) seeking ways to work with other teachers and maintaining connections to the business in which they worked, (5) adding career information to the curriculum, (6) gaining self-esteem, and (7) affirming their decisions to become teachers. (Contains 19 references.) (PR)

ED 359 044 SE 053 449
Roempler, Kimberly S. Warren, Charles R.
Computer Networks for Science Teachers. ERIC CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-1
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080. (First copy free, additional copies, $0.25 each.)
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, Full Text Databases, Higher Education, *Information Networks, Microcomputers, Online Systems, *Science Education, Science Teachers, Teacher Education, Telecommunications
Identifiers—ERIC Digests
Formerly reserved for use by scientists, researchers, and computer buffs, computer networks now have capabilities that make them extremely useful to science teachers and their classes. This digest is designed to provide educators with some basic background on computer communications and to provide a few examples of computer networks that are easily available to them and their students. Topics discussed are: (1) the power of communication, (2) the advantages of electronic mail, (3) dealing with networking charges, (4) networks available to

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science teachers (Science Line, EcoNet, PSINets, Internet/BITNET, and ERIC OnLine), and (5) getting involved in computer networking. (PR)

ED 358 973 PS 021 777
Katz, Lilian G.
Self-Esteem and Narcissism: Implications for Practice. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 93
Contract—RR93002007
Note—3p.
Available from—ERIC CLearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61807-4897.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, *Class Activities, Cultural Differences, Decision Making, Early Childhood Education, *Educational Objectives, *Educational Practices, *Feedback, *Self Concept, *Self Esteem, Self Evaluation (Individuals), Theory Practice Relationship
Identifiers—ERIC Digests, *Narcissism, Self Gratification
While the development of children's self-esteem is a worthwhile goal in early education, many practices designed to reach this goal may instead be encouraging narcissism. Such practices include those that direct children's attention to their own inner gratifications, or encourage children to believe their specialness is dependent on trivial skills. In order to motivate children by "starting where they are," teachers can provide children with topics that encourage curiosity about others and themselves, and reduce emphasis on consumer activities. Researchers have suggested that self-esteem is enhanced in children when their parents and teachers provide an optimum mixture of acceptance, affection, limits, and expectations; and have pointed out that construals of the self vary between Western cultures, which see the self as an independent entity, and Asian and African cultures, which see the self as interdependent within the social context. Self-esteem is most likely to be fostered when children are esteemed and receive meaningful feedback in the form of appreciation rather than empty praise and flattery. Healthy self-esteem is more likely to be developed when children are engaged in activities for which they can make real decisions and contributions than in frivolous activities. Teachers can capitalize on children's in-born disposition to learn by engaging children in project work, which provides them with opportunity for discussion, initiative, and cooperation. Children's self-esteem can also be strengthened when they have the opportunity to develop and apply criteria for evaluating their own work. Such practices are more likely than trivial practices which engender self-preoccupation to build in children a sense of self-worth that can provide a foundation for their future lives. (BC)

ED 358 907 JC 930 381
Avalos, Juan Pavel, D. Michael
Improving the Performance of the Hispanic Community College Student. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-03
Pub Date—May 93
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, Ancillary School Services, College Transfer Students, Community Colleges, Counseling Services, Educational Research, English (Second Language), *Hispanic Americans, Mentors, Program Descriptions, *Role Models, *School Holding Power, Two Year Colleges, Two Year College Students
Identifiers—*Enlace Project CA, *Puente Project CA
Community colleges play a major role in improving the access of Hispanic students to higher education, with roughly 56% of all college-going Hispanics attending these institutions. Relatively few however, have attained a postsecondary degree of any kind. A study of 145 community colleges found that Hispanic student retention was influenced by such factors as financial aid grants, career counseling into selective programs and participation in English-as-a-Second-Language (ESL) and Hispanic Studies classes. Two successful retention programs, the Puente Project and the Enlace program, incorporate multiple elements associated with increased Hispanic retention. The Puente Project is a state-wide community college program in California employing specially trained English instructors, Hispanic counselors, and Hispanic corporate professionals acting as mentors. The Enlace program at Evergreen Valley College (EVC) in California, extended the college's Puente Project to include a focus on improving math skills. A study conducted at EVC showed that between 1983 and 1986, Puente students had higher course completion rates in English, earned more degrees, and had higher transfer rates than other Hispanic students at the college. A study of Enlace students at EVC revealed higher math completion rates than the Hispanic general student population. Suggestions for improving Hispanic student transfer rates include strengthening of articulation agreements with four-year institutions, improving the peer support system, and increasing the representation of Hispanic role models in staff and administrative positions. (PAA)

ED 358 894 JC 930 328
Ignash, Jan
Describing the Non-Liberal Arts Community College Curriculum. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-06
Pub Date—Dec 92
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Allied Health Occupations Education, Business Education, College Credits, *College Curriculum, Community Colleges, *Course Content, Curriculum Research, Definitions, Interdisciplinary Approach, *Liberal Arts, Research Methodology, *Technical Education, Two Year Colleges, *Vocational Education
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests
While national trends in liberal arts course offerings in community colleges have been charted for many years, trends in non-liberal courses have not been similarly mapped. In an effort to gain a better understanding of the entire community college curriculum, the Center for the Study of Community Colleges (CSCC), in Los Angeles, California, augmented its 1991 study of the liberal arts with a study of non-liberal arts, using data from the same 164 community colleges. Non-liberal arts courses were counted and categorized using spring 1991 class schedules for the 164 participating colleges. Excluding laboratory courses, which were not included in the CSCC tally, 43.3% of the spring 1991 community college curriculum was devoted to the non-liberal arts. These classes were grouped into the following 10 course categories: business and office (24.6% of all courses); personal skills (19.1%); trade and industry (18.6%); technical education (18.1%); health occupations (10.2%); marketing and distribution (3.4%); education (2.5%); engineering technology (2%); agriculture (1.2%); and home economics (0.2%). The low percentage for home economics courses was due to the grouping of classes such as pattern design and culinary arts in the "trade and industry" category. A number of two-year college courses combine both liberal arts and non-liberal arts subject matters, such as those providing literacy skills in occupational courses, or truly interdisciplinary courses integrating two separate subject areas. (PAA)

ED 358 871 IR 054 623
Carton, Debbie Yumiko
Public Libraries and Cultural Diversity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-11
Pub Date—May 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Cultural Awareness, *Cultural Differences, Cultural Pluralism, Demography, *Ethnic Groups, Librarians, Library Collection Development, Library Development, *Library Services, Minority Groups, *Multicultural Education, *Public Libraries, *Resource Materials, Social Change, Urban Culture, Users (Information)
Identifiers—California (Berkeley), California (San Jose), ERIC Digests, Examples, Language Minorities, *Multicultural Materials
Libraries nationwide are serving increasingly diverse communities as the changing face of America is reflected in the changing information needs of diverse patrons. A key issue in serving the multicultural community is adopting a revised version of collection development. Materials in the native languages of ethnic and language minorities, biographies representing different ethnicities, and resources for the young are necessary. A commitment to expanding their own cultural awareness is required for library administrators and librarians. The commitment to improving service to diverse communities must be reflected in the mission statements and objectives of libraries. In addition, library staff must represent the diversity of the community. Case studies of multicultural efforts at the Berkeley (California) Public Library and the San Jose (California) Public Library illustrate some ways in which the library can reach out to the diverse community. When a library has insufficient diversity among staff members, members of ethnic communities should be invited to serve as resources and advisors to the library. (Contains 14 references.) (SLD)

ED 358 870 IR 054 622
Hancock, Vicki E.
Information Literacy for Lifelong Learning. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-1
Pub Date—May 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Citizenship Education, Education Work Relationship, Elementary Secondary Education, Futures (of Society), Information Dissemination, *Information Literacy, Information Retrieval, Information Utilization, Lifelong Learning, Nontraditional Education, Student Responsibility, Teacher Role, *User Needs (Information)
Identifiers—ERIC Digests, *Information Skills, Resource Based Learning
Information literacy requires that the learner recognize the need for information, be able to identify and locate it, gain access to it, and then evaluate the quality of the information received before organizing it and using it effectively. In an information literate environment students engage in active and self-directed activities. Information literacy thrives in a resource-based learning environment in which students and teachers make decisions about appropriate sources of information and how to access them. Information literacy benefits students by counteracting the information dependency created by traditional schooling and sets the teacher free to become the facilitator of interaction at the small-group or individual level. Information literate students are more effective consumers of information resources, and become better-prepared citizens, who know how to use information to their best advantage in work and everyday life. The workplace of the future will also demand information literate workers. An early commitment to learning as a process will enable the worker of the future to function effectively. (Contains eight references.) (SLD)

ED 358 841 IR 016 169
Romiszowski, Alexander
Telecommunications and Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-2
Pub Date—Jun 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Television, *Computer Assisted Instruction, Cost Effectiveness, *Distance Education, *Educational Technology, Electronic Equipment, Elementary Secondary Education, Higher Education, Information Technology, Models, *Multimedia Instruction, *Technological Advancement, *Telecommunications, User Needs (Information)
Identifiers—ERIC Digests
The print-based model of distance education through correspondence continues to be used, but is being supplemented and, in some cases, replaced, by other media. A second generation of distance education in the 1960s and 1970s was characterized by reliance on open broadcasting, supported by correspondence instruction and print materials. A third generation has been characterized by teleconferencing systems, and society is now entering a fourth phase of development of distance education based on the integrated use of new developments in telecommunications and computing, characterized by the integrated use of remote study materials supported by computer-based multimedia teleconferencing. New technologies are ensuring that it will be possible to adapt to telecommunications-based communication easily and at acceptable cost. Research suggests that these new technologies are capable of delivering effective instruction. One potential benefit of the integrated networks is that they may be user-driven, with groups of students forming because of common interests and with instruction responding rapidly to the demands of society. (Contains 23 references.) (SLD)

ED 358 840 IR 016 147
Dodge, Bernard J.
School-University Partnerships and Educational Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-3
Pub Date—Jun 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Distance Education, Educational Planning, Educational Research, *Educational Technology, Elementary Secondary Education, Higher Education, *Partnerships in Education, *Program Implementation, Research and Development, *Staff Development
Identifiers—ERIC Digests
Current thinking and practice involving the use of educational technology in collaborative activities between schools and universities are described. The most successful partnerships have been those in which both parties planned and prepared themselves well before starting. Adequate resources were allocated, and mutual respect between the partners was nurtured. This digest describes four categories of partnerships involving educational technology: (1) staff development about technology; (2) staff development with distance education as a medium; (3) research on educational technology, with the joint goals of benefit to both sides; and (4) the development of new educational tools. Some examples of partnerships in each of these areas are given. Specific recommendations are provided for successful partnerships, focusing on joint goals and reciprocal exchanges. (Contains 15 references.) (SLD)

ED 358 812 HE 026 563
Smith, Rosslyn M. And Others
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-8
Pub Date—Dec 92
Contract—RI88063014
Note—4p.; For the full length report, see HE 026 561.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Problems, Educational Legislation, Evaluation Methods, *Foreign Students, Graduate Students, Higher Education, *Inservice Teacher Education, Instructional Improvement, *Language Proficiency, Postsecondary Education, Research Needs, Speech Communication, Teacher Evaluation, *Teacher Improvement, *Teaching Assistants, Undergraduate Study
Identifiers—ERIC Digests
This digest summarizes a longer document with the same title that discusses the problem of using, training, and assessing international teaching assistants (ITAs) in undergraduate education. Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs, and academies have likewise responded with workshops and seminars. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews and communicative performance tests, and teaching simulations. More ITA communication research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective intercultural orientation; (5) appropriate assessment and training for international faculty members; and (6) how institutions define and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism. University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them, providing stable and adequate program funding, and supporting scholarships focusing on the issues raised by ITA assessment and training. (GLR)

ED 358 811 HE 026 562
Curry, Barbara K.
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-7
Pub Date—Nov 92
Contract—RI88062014
Note—4p.; For the full length report, see HE 026 560.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Change Strategies, *College Planning, Collegiality, Educational Change, *Educational Innovation, Higher Education, Improvement, Leadership Responsibility, *Organizational Change, Organizational Communication, *Participative Decision Making, Postsecondary Education
Identifiers—ERIC Digests, Learning Communities
This digest summarizes a longer document with the same title concerning the introduction of enduring innovations into a higher education organization. Organizational change involves three steps: (1) mobilization, (2) implementation, and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated no matter how well it is communicated and implemented. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, the need for proper communication and decision making to discover the innovation's essential features for clearer identification and analysis, and the need for the innovation to be challenged in order to test its necessity and appropriateness for organizational improvement. Learning organizations can become innovative communities (where such innovation results in productive behavior) if organizational members are properly informed, thus allowing them to control what happens to them as members of the community. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization. (GLR)

ED 358 751 FL 800 684
McGroarty, Mary
Cross-Cultural Issues in Adult ESL Literacy Classrooms. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-04
Pub Date—Jul 93
Contract—RI89166001
Note—4p.
Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, *Cross Cultural Training, Cultural Awareness, Cultural Differences, *English (Second Language), Second Language Instruction, Second Language Learning, Sex, Student Role, Teacher Behavior, Teacher Expectations of Students, Teacher Role
Identifiers—ERIC Digests
This digest identifies some of the cultural factors that can influence learner and teacher behavior during classroom English-as-a-Second-Language (ESL) instruction. Four topic areas are discussed: roles of learners and teachers, gender-related issues; appropriate topics for instruction, and behavior at the site of instruction. Given the diversity of the student population along with the part-time and temporary nature of ESL instruction and the varied backgrounds of literacy instructors, it is impossible to offer guidelines for cross-cultural training that fits all adult ESL classrooms equally well. Only cross-cultural efforts that require ongoing mutual discovery and adaptation by both learners and teachers can provide the concrete guidance needed to insure that literacy instruction is culturally as well as linguistically compatible for all those involved. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 750 FL 800 683
Huerta-Macias, Ana
Current Terms in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-03
Pub Date—Jul 93
Contract—RI89166001
Note—4p.
Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *English (Second Language), *Literacy Education, Second Language Instruction, Second Language Learning, *Student Centered Curricu-

lum, *Student Participation, Student Role, Teacher Role, *Teaching Methods, Whole Language Approach
Identifiers—ERIC Digests
This digest defines the concepts of "whole language," "learner-centered," and "participatory," and discusses their application to adult learning in ESL literacy programs. All three approaches advocate that the learner should inform literacy instruction with his or her own particular input, that learners and their background knowledge and experiences should be respected and valued and that learning activities should be relevant to learners' personal situations. The three approaches also differ: "whole language" works from whole to part and emphasizes function over form; "learner-centered" is concerned with collaborative decision-making about the curriculum; and "participatory" focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 749 FL 800 649
Rabideau, Dan
Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-01
Pub Date—Mar 93
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *English (Second Language), Instructional Materials, *Literacy, *Literacy Education, Literature, Oral Language, *Reading Instruction, Second Language Learning, *Teaching Methods, *Writing Instruction
Identifiers—ERIC Digests
Some of the major reading and writing practices currently in use in adult English-as-a-Second-Language programs are described in this digest. Reading activities for such learners are similar to those used in adult basic education classes. At the beginning level, students dictate stories to the teacher or give an oral account of an experience. These stories become texts for initial reading instruction when written down. Literature-based programs often let students select their own texts. Two series of readers are recommended. Use of materials such as advertisements are suggested as well as part of an effort to keep material relevant. Writing instruction has three purposes: to provide practice in the language, to offer a chance for experimentation, and to allow learners to set their own goals. Process writing provides practice, experimentation and communication with language all in the context of helping a student express his own ideas. It is concluded that reading and writing along with oral language ability should be an aim of adult education for second language learners and native speakers. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 748 FL 800 648
Wrigley, Heide Spruck
Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-07
Pub Date—Feb 93
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communicative Competence (Languages), *English (Second Language), *Literacy, Literacy Education, Metacognition, *Native Language Instruction, Second Language Learning, *Teaching Methods, *Videotape Recordings, Writing (Composition)
Identifiers—ERIC Digests
Promising practices in the adult English-as-a-Second-Language literacy field that were observed by researchers during site visits are described in this digest. These innovative programs provide a social context for literacy, allow learning through hands on experience, and use learner-generated materials. Some programs may use the native language as a bridge to English. Native language literacy programs have been used successfully in regions where non-literate learners share a common language. Most innovative programs put a primary focus on communication and a secondary focus on error correction. Many programs try to set aside time for discussion of language issues, including explanations of the patterns and structure of English. One promising approach for linking language awareness with meaning-based literacy is a process approach in which learners focus on meaning during the "creative stages" of writing (brainstorming ideas, class discussions, developing drafts) and on form during the revising and editing stages. Video applications also show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print. Although they differ in their specific approaches to language teaching and literacy development, innovative programs have one thing in common: Practitioner have found ways of helping learners to access literacy and use it in ways that are meaningful to them. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 747 FL 800 647
Rivera, Klaudia M.
Developing Native Language Literacy in Language Minority Adults. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-07
Pub Date—Oct 90
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *English (Second Language), *Literacy, *Literacy Education, Models, *Native Language Instruction, Program Descriptions, Second Language Learning, Skill Development, *Teaching Methods
Identifiers—ERIC Digests
Adult education programs must increasingly serve non-native speakers of English, many of whom are neither literate in their native language nor in English. It is suggested that first language literacy promotes second language acquisition and that literacy skills in the native language are likely to transfer to the second language. This digest defines the central cognitive and psycholinguistic tenets inherent in the native language literacy approach and provides, social, cultural, and political justification for the approach. Instructional delivery models for initial literacy and other literacy program models are described. It is concluded that more research on the results of the different approaches to teaching English-as-a-Second-Language literacy skills is needed. Such research should consider not only the pedagogical and linguistic factors involved in the education of adults, but also the social and political implications of bilingualism and biliteracy with regard to equal opportunities and full participation in society. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 677 EC 302 376
Including Students with Disabilities in General Education Classrooms. ERIC Digest #E521.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-4
Pub Date—Jul 93
Contract—RI88062007
Note—3p.; For a related minibibliography, see EC 302 377.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, Va. 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, Beliefs, Cooperation, *Disabilities, *Educational Methods, Elementary Secondary Education, Federal Legislation, *Mainstreaming, Regular and Special Education Relationship, Services, Social Integration, Teaching Methods, Teamwork
Identifiers—ERIC Digests, Individuals with Disabilities Education Act, Teacher Collaboration
This information sheet summarizes requirements of the Individuals with Disabilities Education Act regarding inclusion of students with disabilities in general education classrooms and lists activities and support systems that have been found successful in fostering such inclusion. Suggestions are given in the areas of attitudes and beliefs, services and physical accommodations, school support, collaboration, and instructional methods. A sample scenario illustrates collaborative teaching by a regular and a special education teacher in a third grade classroom. (Contains 9 references.) (DB)

ED 358 676 EC 302 375
Harris, Carole Ruth
Identifying and Serving Recent Immigrant Children Who Are Gifted. ERIC Digest #E520.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-3
Pub Date—Jun 93
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22901-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, Attitudes, *Cultural Differences, Cultural Influences, *Educational Methods, Elementary Secondary Education, Ethnic Groups, *Gifted, *Immigrants, *Limited English Speaking, Minority Groups, Peer Relationship, Social Integration, Student Educational Objectives, Student Placement
Identifiers—ERIC Digests
This information sheet summarizes challenges and strategies for identifying and serving gifted children who are recent immigrants. Both challenges and strategies are identified for linguistic, cultural, economic, attitudinal, sociocultural, peer, cross-cultural, intergenerational, and school system aspects. A total of 28 strategies are offered, including: provide enrichment activities to students perceived as "not ready" for gifted programs; explain the concept of gifted programs to parents in their native language; consider aspirations of the immigrant group as well as parents' occupation and education; provide opportunities for a peer support counseling group; use various approaches to model conflict resolution; increase motivation for children to identify themselves as candidates for gifted programs; use nonverbal expressive arts to involve the family; and assess from the perspective of individual learning styles. (Includes 16 references.) (DB)

ED 358 675 EC 302 294
Salisbury, Christine L. Smith, Barbara J.
Effective Practices for Preparing Young Children with Disabilities for School. ERIC Digest #E519.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-2
Pub Date—Jun 93
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, *Early Childhood Education, *Early Intervention, *Educational Practices, *Educational Principles, Individualized Programs, Instructional Effectiveness, Interdisciplinary Approach, Mainstreaming, Program Effectiveness, School Readiness
This brief paper summarizes research findings concerning the identification and implementation of effective practices in early childhood intervention for children with disabilities. First, research docu-

menting the effectiveness of early childhood intervention is noted and the importance of developing individualized programs within integrated early childhood settings is stressed. Next, five general principles to guide the selection of effective practices are offered. These include: (1) services in the least restrictive and most natural environment; (2) services which are family-centered; (3) transdisciplinary service delivery; (4) inclusion of both empirically driven and value-driven practices; and (5) inclusion of both developmentally and individually appropriate practices. (Contains 15 references.) (DB)

ED 358 674 EC 302 293
Behavioral Disorders: Focus on Change. ERIC Digest #518.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-1
Pub Date—Jun 93
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Behavior Change, *Behavior Disorders, Behavior Problems, *Educational Principles, Elementary Secondary Education, Interpersonal Competence, *Intervention, Student Development, Student Responsibility
Identifiers—ERIC Digests
This digest summarizes the literature on principles of changing behaviors in students with behavior disorders. Principles include: (1) focus on behaviors that need to be changed; (2) identify new behaviors to be developed; (3) provide opportunities to practice new behaviors; (4) treat social skills deficits as errors in learning; (5) teach students to take responsibility for their own learning; and (6) focus on functional skills that will have broad applications. (Contains 10 references or other resources.) (DB)

ED 358 673 EC 302 267
Webb, James T. Latimer, Diane
ADHD and Children Who Are Gifted. ERIC Digest #522.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-5
Pub Date—Jul 93
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Deficit Disorders, Attention Span, *Behavior Problems, *Gifted, Gifted Disabled, *Hyperactivity, *Student Characteristics, Student Evaluation, Symptoms (Individual Disorders), Talent
Identifiers—ERIC Digests
This fact sheet summarizes information on children who have an attention deficit disorder with hyperactivity (ADHD), are gifted, or are both ADHD and gifted. Fourteen diagnostic criteria for ADHD from the Diagnostic and Statistical Manual of Mental Disorders III are listed. A comparison of behaviors associated with ADHD and with giftedness is offered, noting the many similarities. Parents and teachers are urged to consider the situation and setting of problematic behaviors, noting that children with ADHD typically exhibit problem behaviors in all settings (both at home and at school) whereas gifted children are most likely to exhibit such behaviors in situations where they are bored or waiting for other students. Other differences noted include a long attention span (when interested) by gifted students and a greater variability in task performance by children with ADHD. Careful evaluation is urged for students who may be both gifted/talented and ADHD. (DB)

ED 358 581 EA 025 222
Gronlund, Laurie E.
Understanding the National Goals. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-93-1
Pub Date—93
Contract—RR92024001
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Drug Education, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Federal Government, Literacy, *Outcomes of Education, Performance, School Readiness, School Safety
Identifiers—ERIC Digests, *National Education Goals 1990
The "National Education Goals Report: Building A Nation of Learners, 1993" provides the most current information on where U.S. schools stand in regard to achieving the National Education Goals. Some of the key findings of the report are summarized in this digest. The six goals pertain to school readiness; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. Positive findings indicate a slight decline in student victimization and use of alcohol and other drugs among 12th-graders and an increase in mathematics and science achievement. However, the report shows a stagnation or decline in other areas, such as the high school completion rate and adult literacy. In addition, significant achievement gaps and differences in student, parental, and worker attitudes exist between the U.S. and other industrialized nations. Overall, the report shows how far the U.S. has come in reaching its educational goals. This awareness can provide the motivation to change. (LMI)

ED 358 487 CS 213 982
Estrin, Herman A.
Teaching Minority Students To Write Effectively. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-06
Pub Date—93
Contract—RR9300211
Note—3p.
Available from—ERIC Clearinghouse on Reading, England, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Differences, *Minority Groups, Postsecondary Education, Self Concept, Self Esteem, *Student Needs, *Writing Instruction, *Writing Processes, Writing Skills
Identifiers—ERIC Digests, *Writing Development
Noting that many beginning students in urban public colleges and technical schools are members of minority groups, this digest offers a six-step approach to teaching these students how to write effectively. Steps in the approach described in the digest are: (1) instruct students to consider the purpose of writing, write a central idea for the composition, and develop and use an outline; (2) help students select relevant topics using anthologies specific to their culture; (3) encourage students to write with effectiveness and success; (4) use class discussion of papers to improve writing techniques; (5) have students revise their papers; and (6) instill self-confidence and a knowledge of self-identity in students. The digest lists the effects of the approach on students and presents selections written by students. (RS)

ED 358 379 CE 064 413
Kerka, Sandra
Women, Human Development, and Learning. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-139
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, *Adult Education, Adult Learning, Classroom Techniques, *Cognitive Style, Educational Research, *Females, *Individual Development, Psychological Studies, *Sex Differences, *Theory Practice Relationship
Identifiers—ERIC Digests
A growing body of literature is questioning whether existing models of human development apply equally to men and women. Prevailing theories of human development have been criticized for being based on research with primarily male subjects of similar ethnic, racial, or class backgrounds. Some research supports the viewpoint that women have different ways of thinking and learning. However, emphasizing the "differentness" of women raises the danger of stereotyping and/or perpetuating traditional sex roles. Others argue that identifying the "different voices" of women may have the positive result of validating other perspectives. If educational institutions are based on a model of one type of thought (rational, analytic), then those whose ways of thinking are more subjective or inductive may feel alienated in the learning environment. Several ways of using knowledge of developmental differences to support adult learning have been identified. The approaches that have been suggested for enhancing women's "different" ways of developing are remarkably similar to the central principles of adult education: teaching and learning that are collaborative and reflective, social action and social change, and validation and use of the life experiences adults bring to the classroom in the teaching/learning process. (Contains 14 references.) (MN)

ED 358 378 CE 064 412
Lankard, Bettina A.
Career Development through Self-Renewal. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-138
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Attitude Change, Behavior Change, Career Change, *Career Development, *Change Strategies, *Midlife Transitions, Models, *Self Actualization
Identifiers—ERIC Digests, *Self Renewal
Because of the economic and cultural changes that are currently taking place in society and the workplace, many adults who had their career and personal lives planned to retirement are finding those plans no longer viable and are recognizing the need to readjust their career expectations. Many adults who had always viewed life as a linear, steadily upward-progressing process are now finding their lives taking a more cyclical course marked by a series of transitions. Many adults get lost in the transitions from one life structure to another; however, many others find that a cyclical view of adult life promotes self-renewal. Although transitions are difficult, all transitions follow a predictable pattern and, consequently, adults can be trained to anticipate and facilitate them. Overcoming fear of the unknown and recognizing when change is necessary are two key steps in successful negotiation of change. A number of publications that have analyzed strategies for helping adults in their quest for career satisfaction, mastering self-renewal, and channeling self-renewal efforts into career survival and development are reviewed. (MN)

ED 358 377 CE 064 411
Wagner, Judith O.
Career Resource Centers. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-137
Pub Date—93
Contract—RR93002001

Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Information Systems, *Career Planning, *Facility Planning, Guidelines, Material Development, Media Selection, *Occupational Information, Postsecondary Education, *Resource Centers, Resource Materials, Secondary Education, Staff Role
Identifiers—*Career Resource Centers, ERIC Digests

Career resource centers (CRCs), which are located in both educational settings and the workplace, provide information and services on planning a career and finding a job. CRCs offer information, materials, and services to individuals interested in career planning and development and are typically found in secondary and higher education institutions. Services provided by CRCs include the following: retrieving occupational and educational information; helping individuals use CRC resources; promoting thoughtful career planning, providing job placement and employability skills information; helping individuals assess their attitudes, interests, and aptitudes; and preparing individuals for life-role transitions. CRCs are commonly structured as a series of stations and are ideally staffed by professional, paraprofessional, and support staff trained in areas such as job placement, career planning, retrieval and dissemination of materials, counseling and personnel assessment, curriculum development, and community resource development and coordination. Print, nonprint, and computer-assisted materials should all be included in a CRC's collection of materials. Core CRC materials include directories of schools and nonschool-based programs at all instructional levels, materials on the job search process, occupational information, self-awareness materials, and information about the local job market and support groups. (Addresses of 25 resource material sources and 8 references are included.) (MN)

ED 358 376 CE 064 410
Imel, Susan
Education for Homeless Adults. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-136
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Programs, *Educational Needs, Educational Strategies, *Homeless People, Models, *Program Development, Program Effectiveness, Program Implementation
Identifiers—ERIC Digests

The Adult Education for the Homeless (AEH) program was initiated with funds provided through the McKinney Act of 1987. During its first 4 years, the AEH program served over 100,000 homeless adults. In 1991, 34,000 adults participated in AEH programs in 31 states; nearly half were women. Approximately 60% of those served were between the ages of 25 and 44, and another 29% were between the ages of 16 and 24. Initially, AEH programs were based on either the development/capacity building, urban focus, services-to-women, or statewide approach. More recently, most states have tended to focus on the urban or statewide approach. Both on-site and off-site programs have been developed. The following are among the published recommendations concerning AEH program development: focus on the adult as a learner rather than as a member of a particular subgroup; use learner-centered approaches to give homeless adults the opportunity to control at least one area of their lives; use learners' life experiences as a basis for developing curricula that address the diverse experiences and characteristics of the adult homeless population; and provide access to the wide range of services needed by homeless persons by giving high priority to interagency collaboration. (Contains 8 references.) (MN)

ED 358 199 UD 029 250
Ascher, Carol
The Changing Face of Racial Isolation and Desegregation in Urban Schools. ERIC/CUE Digest, Number 91.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-5; ISSN-0889-8049
Pub Date—May 93
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Court Litigation, Cultural Differences, *Demography, *Educational Philosophy, Educational Research, Elementary Secondary Education, *Equal Education, Non English Speaking, Racial Attitudes, Racial Composition, *Racially Balanced Schools, School Choice, *School Desegregation, Social Isolation, *Urban Schools, Voluntary Desegregation
Identifiers—Brown v Board of Education, Diversity (Student), ERIC Digests

This digest focuses on several issues in school desegregation that stem from recent changes in demography, policy, and research. Change in student diversity, the first consideration, is even more marked in cities than in the country as a whole, with only 9 of 47 urban cities in the Great City Schools network having a majority white enrollment. There have been changes in national desegregation policies as well as voluntary desegregation through school choice. The recent influx in immigrant children has brought into new focus the potential conflict between school desegregation and bilingual education as children whose native language is not English have needed to be grouped together for instruction, or integrated into mainstream classes without native language instruction. As the 1954 suit, Brown v Topeka Board of Education claimed, racial balance does appear to affect achievement. The systemic inequities of segregated schools are a reason why resources and school effectiveness issues have joined racial balance as aspects of desegregation politics. (SLD)

ED 358 198 UD 029 249
Yates, Larry
Building a Successful Parent Center in an Urban School. ERIC/CUE Digest, Number 90.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-4; ISSN-0889-8049
Pub Date—May 93
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Philosophy, Elementary Secondary Education, *Family Involvement, Interaction, Models, Parent Child Relationship, Parent Education, *Parent Participation, Parent School Relationship, Program Implementation, *School Community Relationship, *Urban Schools
Identifiers—ERIC Digests, *Parent Child Centers

The principles and practices of successful parent centers in urban schools are presented so that parents and staff can use them when developing a center. The successful center begins with adoption of a model or philosophy to guide parents and staff. An interactive learning model is suggested as the most workable one, and its principles are summarized as follows: (1) parents have their own place, planning and staffing their own center; (2) everyone learns from everyone else, with children the main attraction of the center; (3) the parent center is essential to the school's operation, taking over the school's business with parents; and (4) the center is accessible and hospitable. A parent center should be a place where parents feel at home and enjoy themselves even as they learn. Activities should combine business and fun. (SLD)

ED 358 069 SP 034 549
Foxwell, Elizabeth
Making the Grade: Teacher Education's Role in Achieving the National Education Goals. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-8
Pub Date—Jun 93
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *College School Cooperation, Elementary Secondary Education, Higher Education, Policy Formation, Preservice Teacher Education, Professional Associations, *School Community Relationship, Schools of Education, *Teacher Education Programs, *Teacher Role
Identifiers—American Association of Colleges for Teacher Educ, ERIC Digests, *National Education Goals 1990

The 1989 Charlottesville Education Summit of the nation's governors resulted in the National Education Goals which describe six priorities (readiness for school; high school completion; student achievement; world leadership in science and math; adult literacy; and safe, disciplined, and drug free schools) for public schools to achieve by the year 2000. As originally written, the goals did not include a distinct role for higher education nor did they acknowledge the importance of teachers to their success. Policy makers have begun to address the omission and have proposed an additional goal that calls for teachers to "have access to programs for the continued improvement of professional skills." This digest highlights initiatives taken by the teacher education community in support of achieving the goals. For example, the American Association of Colleges for Teacher Education recast the goals to reflect the involvement of teacher educators by adding strategies for learning to accompany each goal; higher education institutions have shaped the original six goals into programs that can help prospective teachers. The digest concludes with short descriptions of new approaches being undertaken by schools, colleges, and departments of education within the framework of the six goals. (Contains 7 references.) (LL)

ED 357 911 RC 019 140
Chahin, Jaime
Hispanics in Higher Education: Trends in Participation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-5
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Graduates, *College Students, *Degrees (Academic), *Educational Attainment, *Educational Trends, Elementary Secondary Education, Enrollment, Enrollment Rate, *Enrollment Trends, Higher Education, *Hispanic Americans, Young Adults
Identifiers—ERIC Digests, Hispanic American Students

Although participation of Hispanic-Americans in higher education is growing, the Hispanic share of participation (enrollment and degrees) is still far less than the Hispanic share of the U.S. population. Indeed, the college enrollment rate among Hispanics aged 18-24 declined to 16.2 percent in 1990 from a high of 20.4 percent in 1975. During the same period, the college enrollment rate among all non-Hispanic Whites in the same age group increased to 36.8 percent from 27.4 percent. Improving the level of educational attainment among Hispanics will require attention to the K-12 experience. These efforts must focus not only on increasing the high school graduation rate among Hispanics, but also on improving the quality of Hispanic students' K-12 experiences. From 1980 to 1990, the Hispanic share of total enrollment and share of total degrees conferred increased for 2-year programs, 4-year programs, graduate programs, and professional schools. Educational, economic, and social factors contributing to the underrepresentation of Hispanics in higher education are outlined. Recommendations

for improving Hispanic participation in higher education are offered to teachers and school-district, college, and university administrators. (SV)

ED 357 910 RC 019 139
Carlson, Robert
Developing Supplemental Funding: Initiatives for Rural and Small Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-4
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Fund Raising, *Rural Schools, School Community Relationship, *School Funds, School Support, *Small Schools
Identifiers—ERIC Digests
Rural and small schools face difficult financial times. Given long-term economic decline and eroding tax bases in rural areas, many rural and small schools may need supplemental funding just to preserve essential programs and services. A list of fundraising strategies provides options that should be feasible whatever the level of local expertise. School fundraising is often a short-term effort. A more stable and predictable source of income can be provided by development funds that target long-term goals, are ongoing in nature, and grow out of institutional planning and development. Grants are another possible source of funding for small and rural school districts, as foundations are trying harder to distribute awards on a more equitable geographic basis. Suggestions are offered for successful grantsmanship. Legal and ethical issues in fundraising include accounting and money-handling procedures, authorizing use of funds, making records open to the public, the use of children in fundraising, and relationships with donors. Six resources are listed for further information on fundraising and related activities. (SV)

ED 357 909 RC 019 138
Cahape, Patricia
The Migrant Student Record Transfer System (MSRTS): An Update. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-3
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coordination, Databases, Educational Cooperation, Elementary Secondary Education, *Information Services, Migrant Children, *Migrant Education, *Student Records
Identifiers—ERIC Digests, Medical Records, *Migrant Student Record Transfer System
Begun in 1969, the Migrant Student Record Transfer System (MSRTS) records, maintains, and transfers education and health information on over 600,000 migrant children in 49 states, the District of Columbia, and Puerto Rico. This information is used by local educators dealing with individual migrant students, and by local, state, and federal planners and evaluators. The mobility of migrant students creates unique problems related to discontinuity in their educational program and isolation from the community. These factors, plus poverty and linguistic and cultural barriers, contribute to a high dropout rate and a high rate of placement below grade level among migrant students. School personnel can use MSRTS data to place newly enrolled migrant students into appropriate programs and classrooms. In addition, the health information in MSRTS alerts schools to the health problems and needs of particular children. In 1988, the National Commission on Migrant Education found that MSRTS was the only national database serving migrant students. But the Commission also identified system problems: (1) complex and unclear reporting requirements; (2) mechanisms for collecting and reporting information that are paper-based and embedded in several layers of bureaucracy; (3) nonstandardized data collection; and (4) lack of any meaningful role for parents in the system. The Commission's recommendations for improving MSRTS are listed. (SV)

ED 357 908 RC 019 137
Cahape, Patricia
Blueprints for Indian Education: Research and Development Needs for the 1990s. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-2
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Data Collection, *Educational Research, Elementary Secondary Education, Higher Education, Information Dissemination, Program Evaluation, *Research and Development, *Research Needs
Identifiers—ERIC Digests, *Indian Nations At Risk Task Force, *White House Conference on Indian Education
Two landmark efforts to describe the condition of American Indian and Alaska Native education nationwide and to call for specific solutions took place in the early 1990s. These efforts were the Indian Nations At Risk Task Force and the White House Conference on Indian Education. This digest summarizes Task Force and Conference recommendations concerning research, development, evaluation, and dissemination needs. Task Force members and Conference delegates recommended: (1) basic research on bilingualism and language development and on fetal alcohol syndrome and effects; (2) applied research on adult illiteracy in Native communities, current adult literacy programs, unmet needs and progress of Native students in higher education, elementary and secondary student enrollment and achievement, Native student strengths related to giftedness, and demography; (3) standardized methods of data collection and reporting, leading to a national database on Native education; (4) development work on alternative assessment or unbiased standardized tests, effective parent support programs, programs for exceptional American Indians and Alaska Natives of all ages, alcohol and substance abuse issues, student performance, and the unique abilities of Native applicants to teacher education programs; (5) evaluation to identify valuable programs and materials concerned with bilingual learning, parent support, and computers and other technologies; and (6) mechanisms for dissemination of research, development, and evaluation results. (SV)

ED 357 907 RC 019 136
Huang, Gary
Health Problems among Migrant Farmworkers' Children in the U.S. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-1
Pub Date—Jan 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accidents, *Agricultural Laborers, At Risk Persons, *Child Health, *Diseases, *Migrant Children, Migrant Problems, *Nutrition, Pesticides, Poisoning, Poverty
Identifiers—ERIC Digests
Good health directly affects the educational performance of migrant children. However, there is little nationwide, accurate information on the health status of migrant farmworkers, and even less on their children. This digest summarizes recent information on migrant children's health status. Compared to all U.S. children, migrant children have a cumulative mortality rate by age 5 that is 1.6 times greater and a rate for chronic health conditions that is 3.6 times greater. Most common health problems are related either to occupation or to poverty. Agriculture is the most dangerous occupation in the United States. At least one-third of migrant children (as young as 10) work on farms, and many others are in the fields with their families. The health of these children is at high risk from accidents, exposure to pesticides, and sun and heat. Children are more susceptible to pesticide poisoning than adults and also may have been affected by maternal exposure during pregnancy. Poverty among migrant families leads to malnutrition and poor sanitation, which in turn are related to dietary deficiencies and high rates of chronic illness, parasitic infection, and respiratory diseases such as tuberculosis, pneumonia, and influenza. Migrant children also commonly lack dental care and suffer from untreated dental problems. Recommendations for improving the health conditions of migrant children are listed. (SV)

ED 357 906 RC 019 135
Lutfiyya, M. Nawal
Integrated Services: A Summary for Rural Educators. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-9
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ancillary School Services, *Community Services, *Delivery Systems, Elementary Secondary Education, Family Programs, *Human Services, *Rural Areas, Rural Schools
Identifiers—Case Management, ERIC Digests, *Integrated Services, *School Linked Services
"Integrated services" refers to the collaborative delivery of educational, health, and social services for children and families such that families have a single point of entry into the delivery system. In some states, attempts to integrate social service delivery are part of education reform legislation. In Kentucky, schools link the service-delivery system with families and often have service centers located in school buildings. Such school-linked models are based on the assumption that school is often the dominant community institution, particularly in rural areas, and is the most convenient place to identify children in need of services. In West Virginia, community-based Family Resource Networks will provide services to all children and families. Proponents of community-based models argue that a community center provides a neutral nonthreatening location for persons disaffected by schooling and is not tied into the school bureaucracy. Whatever the model, the principles of case management are central to the idea of integrated services. Integration implies that the "case" is not the client but rather the array of services suited to the client's needs. Much of recent policymaking related to families has focused on central cities. While resembling suburban children in terms of race and family structure, problems of poverty and lack of services show that rural children are actually more like the children of the inner cities. Service integration programs, accompanied by a viable range of necessary services, could meet these rural needs. (SV)

ED 357 905 RC 019 134
Romo, Harriet
Mexican Immigrants in High Schools: Meeting Their Needs. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-8
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information Analysis roducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Dropout Prevention, Educational Needs, English (Second Language), High Schools, *High School Students, *Immigrants, *Limited English Speaking, *Mexican American Education, Mexican Americans, Mexicans, School Effectiveness, Second Language Programs, Transitional Programs
Identifiers—ERIC Digests, Hispanic American Students

Immigration to the United States from Mexico has a long history and has been increasing in recent years. Immigrant students, especially those who arrive as adolescents and those whose families are migrant agricultural workers, have special educational needs. Mexican immigrant students have varied educational backgrounds, but most need to learn English. Many lack literacy skills in Spanish, or have numerous absences and transfers because of family migration patterns. Secondary schools usually respond to these problems with three types of programs: (1) intensive English for Speakers of Other Languages classes; (2) bilingual programs that teach courses in the native language as students learn English; and (3) newcomer programs that provide transition courses to facilitate students' academic and cultural adjustment. Each of these has its strengths and weaknesses, but quality of instruction in all of them is hampered by students' varying English proficiency and academic skills and by a curriculum that does not parallel the one provided to other students. Many Mexican immigrant students begin working before high school graduation and may need flexible instructional programming and support services to stay in school. The characteristics of schools that effectively meet the needs of Mexican immigrant students are listed. (SV)

ED 357 642 FL 021 268
Galloway, Ann
Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-05
Pub Date—Jun 93
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Communicative Competence (Languages), Instructional Materials, Language Teachers, *Second Language Instruction, Second Language Learning, *Student Role, *Teacher Role, *Teaching Methods
Identifiers—ERIC Digests

This digest looks at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided. (VWL)

ED 357 434 EA 024 840
Todras, Ellen
The Changing Role of School Boards. ERIC Digest, Number 84.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-6
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *Board of Education Role, *Boards of Education, *Educational Change, Elementary Secondary Education, *Government School Relationship, Public Schools, School Based Management
Identifiers—ERIC Digests

School governance has recently come under scrutiny as one of the many areas of public education being examined in the educational reform movement. School boards are being criticized by state governments, educational experts, and the public. Crisis situations have developed in many educational systems nationwide, particularly in urban areas. In addition to poor relationships between school boards and superintendents, many school boards have become bogged down in micromanagement. Attempts to solve these problems have included school-based management, contracted school management, and charter schools. Two major reports, one by the Institute for Educational Leadership and the other by the Twentieth Century Fund, suggest changing school boards into educational boards, forming Children and Youth Coordinating Boards, encouraging better relationships with local government, and improving the public image of and involvement in school boards. However, some school boards see these reform efforts as attempts to erode their power and place on them undeserved blame. (JPT)

ED 357 433 EA 024 839
Renchler, Ron
Poverty and Learning. ERIC Digest, Number 83.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-5
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Schools, *Disadvantaged Youth, *Economically Disadvantaged, Elementary Education, *Finance Reform, *Poverty, *Preschool Children, *Preschool Education, Public Schools, Socioeconomic Status, Student Development
Identifiers—ERIC Digests, *Project Head Start

Many programs have tried to offset the problems with which many children of low socioeconomic status (SES) enter public schools. Some of these programs have attempted to better prepare preschool children for school, while others have tried to help children already struggling in school. The United States has one of the highest child-poverty rates among Western nations. The economic losses experienced because of this problem are great. And although the expense of helping low-SES children is high, the cost of not helping them is higher. Head Start and other state programs have made some progress in improving the preparedness of children for public school. However, schools in low-income areas rarely have enough money to meet students' needs. Since many low-SES children are often clustered in underfunded schools, some policymakers support financial restructuring to assist schools in helping disadvantaged children overcome these obstacles. (JPT)

ED 357 333 CS 011 302
Aiex, Nola Kortner
Bibliotherapy. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-05
Pub Date—93
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliotherapy, Elementary Secondary Education, Higher Education, *Program Effectiveness, Program Implementation, Psychotherapy, Reading Material Selection
Identifiers—ERIC Digests, Reading Uses

This digest deals with bibliotherapy, the practice of healing through books. The digest discusses whether bibliotherapy works, when it should be used, who should conduct it, and how it should be used. The digest concludes with five guidelines for conducting bibliotherapy. (RS)

ED 357 317 CG 024 868
Bleuer, Jeanne C. Walz, Garry R.
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-93-2
Pub Date—93
Contract—RI88062011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Counseling Objectives, Counselor Role, Elementary School Students, *Elementary Secondary Education, *Excellence in Education, Models, Program Content, *School Counseling, *School Counselors, *School Guidance, Secondary School Students
Identifiers—ERIC Digests, *National Education Goals 1990

Achievement of the six National Education Goals will require changes in the present educational system, change in how communities respond to education, and especially change in how education is visualized. An effective guidance program has the capacity to make major contributions to all of the National Education Goals. School administrators, guidance directors, and others who are in a position to help to determine the goals and content of their guidance programs can significantly enhance this capacity by encouraging the implementation of the following strategies: (1) adopt a "comprehensive guidance" program model which provides for the systematic delivery of guidance as a curriculum organized around a sound theoretical framework; (2) reach out to the community to involve parents and other community members in both the determination of guidance priorities and the delivery of counseling and guidance services; (3) encourage collaboration and teamwork among the various education specialties; and (4) emphasize that the mission of a guidance program is the facilitation of better student adjustment as an intermediate outcome that enables students to achieve better academic performance rather than better student adjustment as an end in itself. By adopting a clear commitment to helping students achieve educational excellence and using a collaborative, community-based guidance approach, counselors can become a strong force for the attainment of the six National Education Goals. (Specific counselor interventions are listed for each of the six National Education Goals.) (ABL)

ED 357 316 CG 024 867
Locke, Don C.
Multicultural Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-93-1
Pub Date—93
Contract—RI88062011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Counseling Theories, Counselor Attitudes, Counselor Characteristics, Counselor Client Relationship, Counselor Qualifications, *Counselors, *Cultural Differences
Identifiers—*Cross Cultural Counseling, ERIC Digests, *Multicultural Counseling

Multiculturalism has been defined as the fourth force in psychology, one which complements the psychodynamic, behavioral, and humanistic explanations of human behavior. Pederson's (1991) definition of multiculturalism leads to the inclusion of a large number of variables making multiculturalism

generic to all counseling relationships. Locke (1990) has advocated a narrower definition of multiculturalism, particularly as it relates to counseling. In this definition attention is directed toward the racial/ethnic minority groups within that culture. The effective counselor is one who can adapt the counseling models, theories, or techniques to the individual needs of each client. This skill requires that the counselor be able to see the client both as an individual and as a member of a particular cultural group. Multicultural counseling requires the recognition of the importance of racial/ethnic group membership on the socialization of the client; the importance and the uniqueness of the individual; the presence and place of values in the counseling process; and the uniqueness of learning styles, vocational goals, and life purposes of clients. The Multicultural Awareness Continuum is linear and the process is developmental. It is best understood as a lifelong process. It includes self-awareness; awareness of one's own culture; awareness of racism, sexism, and poverty; awareness of individual differences; awareness of other cultures; awareness of diversity; and skills/techniques. (ABL)

ED 357 131 UD 029 221
Burnett, Gary
The Assessment and Placement of Language Minority Students. ERIC/CUE Digest, Number 89.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-3; ISSN-0889-8049
Pub Date—Apr 93
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Disadvantaged Youth, Educational Discrimination, Elementary School Students, Elementary Secondary Education, *English (Second Language), Equal Education, Language Enrollment, *Language Proficiency, *Minority Group Children, *Needs Assessment, Parent Participation, Politics of Education, School Policy, Secondary School Students, Second Language Instruction, Student Evaluation, *Student Placement
Identifiers—ERIC Digests, Home Language Survey, *Language Minorities
The assessment and placement of language minority students remain among the most serious problems facing schools today. As of 1990, 14 percent of the school-aged population in the United States comes from language minority backgrounds. Significant numbers of these students are not being properly identified by educators. Assessment procedures in a school often reflect local politics as well as student needs, and thus, no single universally acceptable model has been developed for any aspect of the language assessment process. Still, all districts must determine which students to assess and develop testing mechanisms. In most cases information from teachers and the Home Language Survey act as screening mechanisms for schools to determine if further evaluation is necessary. Various achievement and language proficiency tests have been developed to determine student eligibility for language or other services. Although tests should measure all aspects of language skill, many only evaluate oral skills. Improvements in assessment could take the form of "Student Centers" designed to ensure the equitable treatment of incoming language minority students; multiple assessment methods with teacher involvement in the evaluation; and parent participation in the process. Offers 13 references. (JB)

ED 357 130 UD 029 218
Ascher, Carol
Efficiency, Equity, and Local Control–School Finance in Texas. ERIC/CUE Digest, Number 88.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-2; ISSN-0889-8049
Pub Date—Apr 93
Contract—RI88062013
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, Constitutional Law, *Court Litigation, Educational Change, *Educational Finance, Educational Planning, Elementary Secondary Education, *Equal Education, Equalization Aid, Expenditures, School Districts, *State Aid, State Programs, Tax Allocation, Taxes
Identifiers—*Edgewood Independent School District v Kirby, ERIC Digests, Reform Efforts, *Texas
The system of school finance equity in Texas is described as it existed before the court case Edgewood Independent School District (ISD) v. Kirby, and the overhaul mandated by legal rulings in the evolving Edgewood case is reviewed. In Texas, as elsewhere, the system of school finance has historically been based on the local property taxes collected at the district level. In Texas, these funds have been supplemented by state Foundation School Program funds. In fact, wealthy districts have been able to raise more money and to avoid caps on their spending. In 1987, the District Court held in "Edgewood" that the Texas system was unconstitutional in that it denied children in poor districts the equal protection of the laws and failed to provide an efficient educational system. This decision was overruled in the Texas Appeals Court, a decision subsequently reversed by the Texas Supreme Court, which reaffirmed that the state system was not constitutional. Since 1990 both the legislature and the plaintiffs have proposed new funding plans. The discussion surrounding these proposals is reviewed, with attention to issues of equity and school consolidation. The state school finance law is being rewritten in 1993, with current economic concerns added to those already identified for educational equity. (SLD)

ED 357 113 UD 029 189
Sutman, Francis X. And Others
Teaching Science Effectively to Limited English Proficient Students. ERIC/CUE Digest, Number 87.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-1; ISSN-0889-8049
Pub Date—Mar 93
Contract—RI88062013
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Cooperative Learning, *Curriculum Development, Discovery Learning, Educational Discrimination, Elementary School Students, Elementary Secondary Education, English (Second Language), Equal Education, Inquiry, Inservice Teacher Education, *Limited English Speaking, Parent Participation, *Science Instruction, Secondary School Students, *Second Language Instruction, *Teaching Methods, Thinking Skills
Identifiers—ERIC Digests
New teaching methods and curricula that show promise in their ability to provide limited English proficient (LEP) students with a good education in both science and English are discussed and illustrated. Discriminatory practice has led to the clustering of LEP students into low ability tracks without consideration of their actual abilities and potential, resulting in underrepresentation of minorities in advanced mathematics and science classes. To stimulate children's intellectual development, school professionals must become familiar with the diverse backgrounds of their students to make instruction more meaningful. Science content taught to LEP students should be the same as that taught to other students. Furthermore, English language instruction must be an integral objective of all science instruction. Instructional techniques must emphasize development of thinking skills. Research has supported the effectiveness of cooperative learning for teaching science to LEP students. An inquiry/discovery approach is especially effective for LEP students. Innovations to improve science instruction for LEP students can best be implemented through teacher training, new curricula, parent involvement, and new approaches to assessment. A 22-item list of general references is supplemented by a list of 15 items related to instructional materials. (SLD)

ED 356 906 PS 021 459
Kunesh, Linda G. Farley, Joanne
Collaboration: The Prerequisite for School Readiness and Success. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-8
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Children, Community Programs, *Delivery Systems, Early Childhood Education, *Family Programs, Financial Support, *School Readiness, *Social Services
Identifiers—*Collaboratives, ERIC Digests, *Family Support
Research indicates that problems faced by many youngsters and families, such as poverty, inadequate housing, and poor health care and nutrition, are interrelated in complex ways. These problems are often inadequately addressed because of flaws in the social service delivery system. These flaws include a lack of communication between public and private agencies, difficulties experienced by specialized agencies in crafting comprehensive solutions, and insufficient funding. Efforts to fashion a profamily system of service delivery have emerged. Such a profamily system must be: comprehensive; preventive; family-centered; integrated; responsive to families' developmental needs; flexible; sensitive to cultural, gender, and racial concerns; and measured by outcomes for families and children, not by the number of services delivered. Initiatives to change service delivery systems are effective when they: link families to schools; are rooted in the local community; experiment with designing and delivering services; are driven by data from community profiles; and are financially pragmatic. Guidelines for ensuring the success of interagency collaborations include: (1) involving all key players; (2) ensuring visionary leadership; (3) establishing the expected outcomes for families and children; (4) ensuring commitment to change from all levels of member organizations and among community members; (5) establishing communication and decision making processes; and (6) encouraging member agencies to include collaborative goals in their institutional mandates. (BC)

ED 356 753 HE 026 445
Townsend, Barbara K. And Others
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-6
Pub Date—Oct 92
Contract—RI88062014
Note—4p.; For full length report, see HE 026 357.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1, full report $17).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Colleges, Differences, *Educational Innovation, Governance, Higher Education, *Institutional Mission, Institutional Survival, Models, Organizational Change, *School Based Management, School Policy, *Specialization, Undergraduate Study, *Universities, *Values
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title. Distinctive colleges and universities possess a unifying theme or vision that is expressed in all their activities. They also usually respond to newly emerging societal or community needs unmet by existing schools of higher education. Distinctiveness, however, can limit the institu-

tion to a very small market niche as well as sometimes paralyzing it from adapting to change necessary for survival. Strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for universities and colleges pursuing distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on unifying the values and themes that are found; (2) conducting a situation analysis to determine if the school is a likely candidate for distinctiveness; (3) selecting the desired level of market exposure; and (4) performing market research to uncover desired markets to which the college or university can appeal. (GLR)

ED 356 564 EA 024 829
Frazier, Linda M.
Deteriorating School Facilities and Student Learning. ERIC Digest, Number 82.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-4
Pub Date—May 93
Contract—R188062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, *Educational Facilities, Elementary Secondary Education, *Facility Improvement, *Federal Aid, Federal State Relationship, *Learning Processes, Public Schools, Public Support
Identifiers—ERIC Digests

Many facilities in American public schools are in disrepair, a situation negatively affecting the morale, health, and learning of students and teachers. Many schools postpone repairs during tight financial times to pay for academic programs. Some school officials and communities are pursuing innovative, grassroots solutions to maintaining school facilities. While education is the state's responsibility, local school districts are charged with raising funds for school maintenance. Limited research shows that children's ability to learn is affected by the school environment. Billions of dollars are needed to refurbish schools and construct new facilities, requiring strong federal support. Until more state and federal support is available, schools should utilize local resources. Schools can also appeal to communities to support bond measures for facility maintenance and refurbishing. (JPT)

ED 356 553 EA 024 814
Markham, Kelly
Standards for Student Performance. ERIC Digest, Number 81.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-3
Pub Date—May 93
Contract—R188062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Standards, *Competency Based Education, Educational Change, Educational Improvement, Elementary Secondary Education, *Performance, School Community Relationship, Social Values, *Student Evaluation
Identifiers—ERIC Digests, *National Standards

Many educators believe that if the United States is serious about reforming the nation's educational system, schools must implement high standards for student achievement that stress performance. While there is some disagreement over what form standards should take, there is consensus that expectations for achievement should cut across subject areas and support active learning and critical thinking. The development of standards should be a communal process involving many voices, with their implementation tailored to local reform efforts. Adopting standards ensures that poor students are given the same educational opportunities as their more affluent counterparts. (Contains 13 references.) (MLF)

ED 356 291 UD 029 108
Ianni, Francis A. J.
Meeting Youth Needs with Community Programs. ERIC Digest, Number 86.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-9; ISSN-0889-8049
Pub Date—Dec 92
Contract—R188062013
Note—3p.; Digest is based on "Joining Youth Needs and Program Services" (ED 355 306).
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Community Programs, Context Effect, Cultural Awareness, *Disadvantaged Youth, Economically Disadvantaged, Individual Differences, Need Gratification, Needs Assessment, *Program Development, Program Effectiveness, Social Support Groups, Urban Problems, *Urban Youth, Youth Opportunities, *Youth Programs
Identifiers—ERIC Digests, *Multidimensional Approach

Rather than viewing youth as an isolated and alienated subculture, it is more useful to view the needs of youth as largely determined by where and how they live, and to recognize that they differ from one another just as adults do. Professionals and volunteers in community youth programs need to understand how the youth they work with experience the contextual differences of their environments, and how the services they provide can be facilitated or confounded by community differences. Each community's unwritten set of expectations and standards is its "youth charter." The community's charter must empower significant adults in youth's lives to provide needed services and supports. A youth program must take a multidimensional approach in an expanded social network to provide social support to community youth. Moralistic, compensatory, medical, and enlightenment models of helping can all be appropriately applied to given circumstances. An ecological approach to youth services can lead to the more effective use of the individual and network resources already in the community. (SLD)

ED 356 232 TM 019 589
Geisinger, Kurt F. Carlson, Janet F.
Assessing Language-Minority Students. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-4
Pub Date—Jul 92
Contract—R188062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Cultural Awareness, *Cultural Differences, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Ethnic Groups, *Language Tests, *Limited English Speaking, Minority Groups, Non English Speaking, Special Needs Students, *Student Evaluation, Test Construction, Test Reliability, Test Validity
Identifiers—Diversity (Student), ERIC Digests, *Language Minorities

Some 15 to 20 percent of U.S. school children speak a foreign language at home, and the number is increasing rapidly. However, all limited-English proficient (LEP) students are not alike, and their differences must be understood in assessing their performance. It is vital to understand the role of culture and how the cultural background influences the student's approach to test taking. In evaluating tests for LEP students, the same criteria of reliability, validity, test development, and norming can be applied, but these criteria must be considered for adequate numbers of LEP students. Only limited evidence presently addresses the validity of tests with LEP students. When students struggle with tests in English, it is necessary to administer and interpret language proficiency tests, perhaps along with achievement tests in the students' native languages. Testing procedures must be sensitive to the needs of LEP students and those from cultural minorities. Practical needs are beginning to point the way toward sound testing practices for LEP students. In 1985, new standards for testing were published by three professional associations, which for the first time addressed the testing of language minorities. By adhering to sound and professionally accepted practices, progress in testing LEP students will continue. (SLD)

ED 356 102 PS 021 439
Cesarone, Bernard
Health Care, Nutrition, and Goal One. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-5
Pub Date—93
Contract—R188062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Health, *Community Programs, Family Programs, *Federal Programs, Health Services, Immunization Programs, *Nutrition, *Preschool Children, Preschool Education, Standards, *State Programs
Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs

Goal One of the six national education goals now embodied in the Goals 2000: Educate America Act states that "By the year 2000, all children in America will start school ready to learn." One of the objectives formulated to meet this goal asserts that "Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies." This digest summarizes government and private efforts to fulfill this objective. Federal programs which serve preschoolers' health and nutrition needs include Project Head Start; Medicaid; and the Supplemental Food Program for Women, Infants, and Children. Examples of state-funded programs include the establishment of service centers in Kentucky and Hawaii, and support provided by nutritionists to citizens in Mississippi. Efforts to serve preschoolers' health and nutrition in health care settings include immunizations programs; a campaign to educate parents about the connection between their children's health and education; low-cost health care services provided by community health centers; and recommendations concerning children's health and nutrition offered by several commissions and organizations. Preschoolers' health and nutrition is fostered in the preschool setting by serving nutritious food in preschools, teaching children about cooking, establishing nutrition data systems, and establishing health and nutrition guidelines to be applied to child care facilities. Community initiatives include efforts to teach Mexican-American parents about their children's food requirements, establishing data systems to track families with preschool children, and instructing health care professionals about culturally appropriate ways to work with American Indian families. (BC)

ED 356 101 PS 021 438
Kostelnik, Marjorie J.
Developmentally Appropriate Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-7
Pub Date—93
Contract—R188062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Child Development, Cultural Differences, Early Child-

hood Education, Program Implementation, Special Needs Students, *Teacher Expectations of Students, Teacher Guidance, *Teacher Student Relationship, *Teaching Methods
Identifiers—Caregiver Child Relationship, *Developmentally Appropriate Programs, ERIC Digests, Program Characteristics
This digest debunks myths about developmentally appropriate programs (DAPs) and discusses essential characteristics of developmentally appropriate practices. Common myths or erroneous assumptions about DAPs assume that: (1) there is only one right way to implement a DAP; (2) DAPs are unstructured, and practitioners offer minimal guidance to the children in their care; (3) in DAPs, the expectations for children's behavior and learning are low; (4) academics have no place in DAPs; and (5) DAPs are inappropriate for culturally diverse groups, and for children from varying socioeconomic backgrounds or with special needs. Determining practices which are essential to DAPs, however, requires more than debunking myths. First, developmentally appropriate practice involves taking into account everything that is known about how children develop and learn, and matching that to the content and strategies planned for them in early childhood programs. Second, treating children as individuals and not as a cohort group is critical to DAPs. Finally, developmentally appropriate practice requires treating children with respect by recognizing their changing capabilities and viewing them in the context of their family, culture, and community, as well as their past experience and current circumstances. (BC)

ED 356 100 PS 021 437
McClellan, Diane E. Katz, Lilian G.
Young Children's Social Development: A Checklist. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-6
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Check Lists, Early Childhood Education, Individual Characteristics, *Interpersonal Competence, *Peer Relationship, *Social Development, *Student Evaluation, *Young Children
Identifiers—ERIC Digests, *Social Attributes Checklist
The best childhood predictor of later adult adaptation is the adequacy with which a child gets along with other children. Because social development begins in the early years, it is appropriate that early childhood programs include regular formal and informal assessment of children's acquisition of social competence. This digest presents the Social Attributes Checklist, which teachers may use to measure children's social behavior. The digest explains the rationale for and the use of the checklist. The checklist contains 8 items that measure children's individual attributes, such as mood, coping, and empathy; 14 items that measure social skill attributes, such as assertion of rights, participation in discussions, and interest in others; and 2 items that measure the peer relationship attributes of peer acceptance and participation in activities with other children. In order to use the checklist effectively, teachers should: (1) sample children's social functioning over a period of about a month; (2) recognize that the quality of children's relationships is a more important index of social functioning than the quantity of relationships; (3) recognize that the attributes listed should usually, and not necessarily always, characterize a child's behavior; (4) implement strategies to help children outgrow social difficulties; and (5) understand that what constitutes appropriate or effective social behavior may differ in different cultural and family backgrounds. (BC)

ED 356 099 PS 021 416
Goins, Brad Cesarone, Bernard
Homeless Children: Meeting the Educational Challenges. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-4
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Students, *Homeless People, Immunization Programs, *Residence Requirements, Social Services, *Student Records, *Transitional Programs
Identifiers—*Case Management, ERIC Digests, Stewart B McKinney Homeless Assist Act Amend 1990, *Stewart B McKinney Homeless Assistance Act 1987
Difficulties faced by homeless children include depression, low self-esteem, lack of sleep and nutrition, and feelings of shame and embarrassment. Challenges faced by schools in providing education to homeless children include: (1) keeping children in one school despite frequent family moves; (2) ensuring that children's health records are obtained; (3) providing quiet times for children to do homework; and (4) providing transportation. The education of homeless children was addressed by the McKinney Act of 1987, which called for access to free education for every homeless child. Amendments to the act passed in 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and health records. Measures that schools can take to help homeless children succeed in their education include: (1) coordinating social services; (2) providing counseling; (3) providing a place for children between the closing of school and the opening of the shelter; and (4) using computerized tracking systems to coordinate homeless children's records. Several communities have tried comprehensive approaches to educating homeless children. These approaches include transitional schools for homeless children, which children attend before being mainstreamed into regular schools, and case management approaches, in which a case manager coordinates school staff, counselors, shelter workers, and health care and family support services in order to meet homeless children's basic needs. (BC)

ED 355 860 HE 026 294
Gibbs, Annette
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-5
Pub Date—Oct 92
Contract—RI88062014
Note—4p.; For full report, see ED 354 837.
Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletes, Campuses, Civil Rights, College Athletics, *Colleges, College Students, Drug Use Testing, Freedom of Speech, Higher Education, *School Responsibility, School Security, *Student Responsibility, *Student Rights
Identifiers—ERIC Digests, Freedom of Assembly, Offensive Speech
This brief paper summarizes a full length report of the same title which examines the ongoing debate on the conflicting rights and responsibilities of students and college administrations in the areas of offensive speech, rights of assembly, drug testing and campus safety. On offensive speech and the rights of colleges and universities to regulate it, the courts have ruled against higher education institutions' prohibiting offensive or hate speech because institutional policies have failed to distinguish sanctionable speech from protected speech. Considerations concerning students' rights of association and assembly on campus include the following: that institutions should not deny groups recognition because the college or university does not agree with their views; that student groups should be treated the same as other groups provided they fulfill the same procedural and substantive requirements established by the institution; that colleges are within their rights to emphasize that acknowledgement of student groups does not indicate institutional approval of the group's views; and that student demonstrations on public college campuses cannot be prohibited on the basis of content or message. On the status of mandatory drug testing for athletes, the courts in several jurisdictions have been unwilling to accept colleges' and universities' stated purposes for drug testing. With regard to institutional responsibility for student safety, the element of foreseeability has become a criterion in many states for determining college and university liability. (Contains five references.) (JB)

ED 355 859 HE 026 293
Tack, Martha W. Patitu, Carol L.
Faculty Job Satisfaction: Women and Minorities in Peril. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-4
Pub Date—Sep 92
Contract—RI88062014
Note—4p.; For full report, see ED 353 885.
Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Employment Patterns, Higher Education, *Job Satisfaction, Labor Market, *Minority Group Teachers, Racial Discrimination, Racial Relations, Sex Differences, Stress Variables, Teacher Attitudes, *Women Faculty
Identifiers—*Diversity (Faculty), ERIC Digests
This brief paper summarizes a full length report of the same title on the faculty job satisfaction of women and minorities. In light of probable faculty shortages in the coming decades and the need for increasingly diverse college faculty, institutions must make faculty positions attractive to women and minorities. Current trends, low faculty salaries, few women and minorities in the education pipeline, and low current job satisfaction suggest an impending shortage of willing and able women and minority candidates. Stressors affecting women and minority faculty members include internal, workplace and lifestyle factors. In general women faculty members are less satisfied with their positions than their male counterparts. They represent a small percentage of the faculty cohort, make lower salaries, are found in the lower professional ranks, are often employed part-time, represent disciplines typically reserved for females, work in less prestigious institutions, feel their supervisors do not value their input, and are not tenured. Minority faculty, when compared to white counterparts, are less likely to be tenured, are concentrated in the lower ranks, are concerned about low salaries, feel isolated and unsupported, and often encounter prejudice and discrimination. Solutions to the job satisfaction problems for women and minorities must include a variety of recruiting and retention strategies. (Contains 7 references.) (JB)

ED 355 836 FL 021 146
Nissani, Helen
Early Childhood Programs for Language Minority Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-03
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Cultural Differences, Inservice Teacher Education, Intercultural Communication, *Limited English Speaking, Multicultural Education, *Parent Participation, Parent School Relationship, Preschool Children, Preschool Curriculum, *Preschool Education
Identifiers—Culturally Relevant Curriculum, *Developmentally Appropriate Programs, ERIC Digests, *Language Minorities
Early childhood programs should be designed to serve the whole child's development within the context of the family and community. This is especially

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important for children who speak a language other than English at home. Programs must employ developmentally and culturally appropriate practices that respect individual differences and choices and that incorporate the family and home culture. Research points to the benefits of a cognitive/developmental approach that fosters not only intellectual learning, but also physical, social, and emotional learning. This approach is particularly appropriate for language minority children. Experiences are provided in environments that accept each child's individual development. Because developmental milestones and expectations vary from culture to culture, early childhood educators need to understand the cultural values of families and their goals for socialization, beliefs about the nature of the child, and child-rearing techniques. Teachers need to recognize developmentally equivalent milestones and patterns of behavior, use interactive styles familiar to the child, reinforce family values that promote learning, and deal directly with differences in cultural patterns between home and school. Parents should be consulted about every aspect of their children's program. Training in cross-cultural communication and in promoting positive home-school-community relationships should be included in all staff training for early childhood educators. (JR)

ED 355 835 FL 021 145
Higgins, Chris
Computer-Assisted Language Learning: Current Programs and Projects. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-02
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, *Computer Networks, *Computer Software, *Optical Disks, *Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests

For many years, foreign language teachers have used the computer to provide supplemental exercises in the instruction of foreign languages. In recent years, advances in computer technology have motivated teachers to reassess the computer and consider it a valuable part of daily foreign language learning. Innovative software programs, authoring capabilities, compact-disk technology, and elaborate computer networks are providing teachers with new methods of incorporating culture, grammar, and real language use in the classroom while students gain access to audio, visual, and textual information about the language and culture of its speakers. This digest provides specific information on computer-based foreign language programs; customizing, template, and authoring programs; computer networks; and compact-disk technology. A separate resource list contains addresses of where the computer programs cited in the text can be obtained. (VWL)

ED 355 834 FL 021 144
Barr, Vickie
Foreign Language Requirements and Students with Learning Disabilities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-04
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Graduation Requirements, Higher Education, Latin, *Learning Disabilities, Program Descriptions, Second Language Instruction, *Second Language Learning, *Teaching Methods
Identifiers—ERIC Digests

This digest discusses the dilemma surrounding foreign language requirements at colleges and universities and students with learning disabilities. Many students and professionals question the reasonableness of foreign language requirements for students with learning disabilities, but, according to Section 504 of the Rehabilitation Act of 1973, colleges and universities are not required to waive such requirements. The digest focuses specifically on the following: waivers and course substitutions, alternatives to waivers and course substitutions, considerations involved in teaching foreign languages to students with learning disabilities, and the Orton-Gillingham Technique. A program designed for teaching Latin to learning disabled students is described, and information on a conference that focuses specifically on foreign language learning and learning disabilities is provided. (VWL)

ED 355 651 EA 024 760
Gaustad, Joan
Substance Abuse Policy. ERIC Digest, Number 80.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-2
Pub Date—Apr 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Abuse, *Board of Education Policy, *Discipline Policy, Drug Abuse, Elementary Secondary Education, *Policy Formation, Student Rights, *Substance Abuse
Identifiers—ERIC Digests

Substance abuse affects American children across all geographic and economic boundaries and has been linked to poor academic performance, truancy, and dropping out. Schools lacking clear alcohol and drug policies are more likely to experience problems with substance abuse. A districtwide substance abuse policy makes a public statement that educators are aware of and have a consistent approach to the problem. A policy should begin with a philosophical statement outlining the district's position on substance abuse. The discipline code should clearly specify what constitutes a drug offense. These measures should be accompanied by intervention and prevention policies. Developing these policies should involve all stakeholders in the educational community, including students, educators, parents, law enforcement personnel and citizens. Once a substance abuse policy is created, communication and revision of the policy should be ongoing. In implementing a substance abuse policy, schools should balance their obligation to provide a safe school environment with students' privacy and right to due process. (JPT)

ED 355 457 CE 063 416
Kerka, Sandra
Career Education for a Global Economy. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-135
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Choice, *Career Development, *Career Education, Cross Cultural Training, Economic Change, *Employment Patterns, *Employment Potential, *Global Approach, *Job Skills, Teamwork
Identifiers—ERIC Digests, National Education Goals 1990

Preparation for productive employment in a global economy is one aspect of National Education Goals 3 and 5. Career education can help people realize the opportunities and meet the challenges of the international workplace. The emergence of flexible, information-based technologies is a primary factor in the evolution of the global economy. New market standards, electronic communications, and emphasis on work teams are changing the competitive framework and the content of many jobs. In addition to technical skills, workers will need an array of interpersonal skills, competence in intercultural communication, and appreciation of different cultures. Competing on a global level requires a global mindset–the ability to look at the broader context, deal with ambiguity, trust processes rather than structure, and strive for continuous self-development. The content and focus of career education and development are changing in a global context. Although familiar components such as self-knowledge, occupational exploration, and job search skills remain important, the ability to take personal responsibility for career development and to set career competencies in the larger context is essential. Ability to locate information is becoming necessary both to find a job and to do a job. Workers will need assistance in new areas: undertaking career negotiation; adjusting to downsizing, mergers, and underemployment; helping families adjust to relocation; and reassessing the meaning of work. (Contains 13 references.) (SK)

ED 355 456 CE 063 415
Lankard, Bettina A.
Integrating Science and Math in Vocational Education. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-134
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Cooperation, *Integrated Curriculum, *Mathematics Instruction, Physics, *Science Instruction, Secondary Education, *Team Teaching, Technology Education, *Vocational Education
Identifiers—ERIC Digests

Although science and math are increasingly important in the workplace, many students, especially females, avoid these subjects. One route to the achievement of National Education Goal 3–increasing student competence in challenging subject matter–is through integration of vocational education with science and math, enabling students to apply academic knowledge to specific occupational tasks. Among recent integration projects in PHYS-MA-TECH, a collaborative effort of the Illinois Board of Education, Northern Illinois University, five industries, and five high schools. The project features an integrated curriculum developed and delivered by teams of math, physics, and technology teachers in a nontraditional learning environment through team teaching and innovative delivery models. The Technology/Science/Mathematics Integration Project in Virginia middle schools focuses on applying science and math principles to real-world technological problems. In Washington State, a materials science and technology curriculum uses integrated and cooperative learning techniques to link knowledge of materials composition to workplace application. Integration of science and agricultural education in Tennessee enables students to use an agriculture course for college prep credit requirements. Team teaching is essential for integrated programs. Team teaching fosters mutual respect among disciplines, expands the repertoire of strategies and techniques, and increases enthusiasm and motivation for teaching. U.S. student performance in international comparisons highlights the importance of opening doors to science and math to students through vocational education. (Contains 12 references.) (SK)

ED 355 455 CE 063 414
Imel, Susan
Vocational Education's Role in Dropout Prevention. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-133
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Coping, Demonstration Programs, *Dropout Prevention, *Employment Potential, *High Risk Students, *Job Skills, Models, *Pupil Personnel Services, Secondary Education, *Vocational Education

Identifiers—ERIC Digests, National Education Goals 1990

Appropriately implemented vocational education programs can help achieve National Education Goal 2–increasing the high school graduation rate to at least 90 percent. A 3-year study of dropout prevention in 10 demonstration sites has resulted in an enhanced vocational education program model described in "Vocational Education for the 21st Century" (Hamby 1992) to help at-risk students graduate with skills for the competitive job market. The model has both a curriculum component and an educational support system. The curriculum component encompasses four areas: academics, vocational-technical education, employability skills training, and development of life-coping skills, a critical element for school and work success. The educational support system comprehensively addresses a number of elements: program location, instructional strategies, counseling, student management, parent involvement, and transportation, among others. The Lifelong Options Program (LOP) is a holistic approach arising out of the experiences of the demonstration sites. Its six curriculum components are as follows: vocational education, applied academics, counseling, employability skills, life coping skills, and physical education. The vocational component offers students a choice among options: vocational education curriculum, job shadowing, community-based education, work experience, and school-based business enterprise. (SK)

ED 355 454 CE 063 413

Freer, Kevin J.

Adult Literacy Volunteers. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-93-132

Pub Date—93

Contract—RI88062005

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, College Students, Federal Legislation, Higher Education, Instructional Materials, *Student Participation, Tutors, *Volunteers, *Volunteer Training

Identifiers—ERIC Digests

The role of literacy volunteers has taken on new dimensions due to national policy changes and changing views of literacy providers. The fifth National Education Goal, which stated that by the year 2000 every adult American will be literate, has resulted in increased interest in adult literacy programs. The role of the adult new reader is changing as learner-centered approaches become more widespread. Student inputs in program management, goal setting, board policy, and publication of student writings are examples of learner participation. Literacy Volunteers of America and Laubach Literacy Action are trying new approaches to tutor training and producing materials to help local programs with quality and accountability. College student participation as volunteer tutors is on the rise, spurred by the Student Coalition for Action in Literacy Education (SCALE) and the federally funded Student Literacy Corps. Recent developments have raised a number of issues regarding literacy volunteers: equity and access, learner involvement mandated by judicial systems and state assistance programs, program evaluation and learner assessment, partnerships and coalitions, resistance to change, and conflicting research agendas. (Contains 14 references.) (SK)

ED 355 314 UD 029 082

Lewis, Anne

Helping Young Urban Parents Educate Themselves and Their Children. ERIC/CUE Digest, Number 85.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-8; ISSN-0889-8049

Pub Date—Dec 92

Contract—R188062013

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Black Youth, *Disadvantaged Youth, *Early Parenthood, *Economically Disadvantaged, Elementary Secondary Education, Low Income Groups, Minority Groups, *Mothers, One Parent Family, Parent Education, *Parent Participation, Parent School Relationship, Preschool Education, Urban Problems, Urban Schools, *Urban Youth

Identifiers—African Americans, ERIC Digests, Language Minorities

This ERIC Digest reviews research data on young urban, low income, and often minority parents and their involvement in schooling for themselves and their children. A look at the demographics of this subgroup shows that families headed by single teenage mothers comprise the fastest growing category of family groups, particularly among African Americans. Consequences of early childbearing often include not finishing school, reliance on welfare services, and decreased school readiness for their children. Some research on repeating patterns of low education achievement and early pregnancy suggests that school cultures may be a barrier to breaking that cycle. A review of traditional programs to enhance parent participation looks at five typical types of programs and discusses the challenges of making these effective. Research on early intervention shows that parents' involvement tends to be greater in the early years of their children's lives and that programs like Head Start are becoming more family centered and are advocating family literacy and other goals. Other innovative strategies center on schools' roles in decaying urban communities to create "social capital in the community." Several such programs are described. Programs for multilingual families are also noted. Twenty-two references are included. (JB)

ED 355 311 UD 029 079

Burnett, Gary

Career Academies: Educating Urban Students for Career Success. ERIC/CUE Digest, Number 84.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-7; ISSN-0889-8049

Pub Date—Dec 92

Contract—RI88062013

Note—3p.; This Digest is based on a paper prepared for the National Center of Research in Vocational Education, "Building the Middle."

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Cooperative Programs, Coordination, Curriculum Evaluation, Disadvantaged Youth, *Dropout Prevention, Educational Cooperation, *High Risk Students, High Schools, *Noncollege Bound Students, School Business Relationship, School Restructuring, Urban Schools, Urban Youth, Vocational Education, *Vocational High Schools

Identifiers—*Career Academies, ERIC Digests, *Peninsula Academies Program, Philadelphia School District PA

This ERIC Digest reviews the school restructuring tool of career academies serving the non-college bound student. The career academy movement began with the Electrical Academy in Philadelphia, Pennsylvania. The model was exported to California where it became the basis for the Peninsula Academies in the Sequoia Union High School District and from there the movement has spread nationally. Most career academies share a number of attributes: school-within-a-school format, voluntary student participation, broadly-defined career themes, integration of academic and vocational curricula, scheduling that keeps students together throughout the day and throughout the 3- or 4-year program, rigorous academic courses, work experience, high levels of involvement by local businesses, and outside funding from business and government sources. One of the strongest features of the academy model is its curricular and pedagogical coordination that integrates academic and vocational courses and allows collaboration between teachers. Most career academies emerged in urban districts and have served the disadvantaged population that is at risk of dropping out. The voluntary nature of the academies extends to faculty and staff. From the beginning, academies have benefited from a high level of business involvement. Career academies require a significant financial investment by school districts but the long-term benefits appear to outweigh the investments required. (Contains six references.) (JB)

ED 355 254 TM 019 595

Rudner, Lawrence M.

Reducing Errors Due to the Use of Judges. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-92-10

Pub Date—Dec 92

Contract—RI88062003

Note—4p.

Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Error of Measurement, Evaluation Methods, *Evaluators, *Interrater Reliability, Least Squares Statistics, Rating Scales, Regression (Statistics), Scaling, Scores, *Scoring, Test Interpretation, *Training, Validity

Identifiers—*Alternative Assessment, ERIC Digests, Experts, Halo Effect, Leniency Response Bias, Missing Data, Performance Based Evaluation

Several common sources of error in assessment that depends on the use of judges are identified, and ways to reduce the impact of rating errors are examined. Numerous threats to the validity of scores based on ratings exist. These threats include: (1) the halo effect; (2) stereotyping; (3) perception differences; (4) leniency/stringency error; and (5) scale shrinking. An established body of literature shows that training can minimize rater effects. To be successful, rater training should familiarize judges with the measures they will use, ensure that they understand the sequence of operations they must perform, and explain how any normative data should be interpreted. The choice of judges may have a significant impact. Considering demographic variables, choosing representatives from expert and interest groups, and forming smaller working groups can make the choice of judges more effective. Several statistical approaches may be followed to adjust potentially biased ratings given by different sets of multiple raters. Three approaches discussed in the literature are: (1) ordinary least squares regression; (2) weighted least squares regression; and (3) imputation of missing data. The imputation approach is most appropriate when variations are expected in rater reliability. The weighted regression approach is most appropriate when variations are expected in rater reliability. (SLD)

ED 355 253 TM 019 594

Badger, Elizabeth Thomas, Brenda

Open-Ended Questions in Reading. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-92-9

Pub Date—Dec 92

Contract—RI88062003

Note—4p.

Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Research, Elementary Secondary Education, *Knowledge Level, Reading Achievement, *Reading Tests, Student Attitudes, *Student Evaluation, *Test Construction, Test Items, *Thinking Skills

Identifiers—ERIC Digests, *Open Ended Questions, *Text Processing (Reading)

In this digest a rationale is given for using open-ended questions in the assessment of student achievement, the use of open-ended questions in reading is discussed, and some implications for the classroom are outlined. Research has helped shift the focus from learning as content knowledge per se to learning as the ability to use and interpret knowl-

edge critically and thoughtfully. If subject knowledge itself is not a sufficient criterion for achievement, simple judgments of correct and incorrect are not enough to assess achievement. A more open-ended form of testing is required. Research into reading has suggested that different kinds of relationships occur during the reading process as readers' attitudes shift while trying to understand a text. In evaluating students, it is no longer enough to judge whether or not the reader's conclusions are similar to those of the teacher or test constructor. The quality of the argument or justification becomes more important. The information that open-ended questions can provide justifies their use, in spite of the time and effort that are required in scoring them. The following are some general guidelines for developing open-ended questions: (1) stress communication; (2) have students apply their knowledge in practical contexts; and (3) evaluate frequently. (SLD)

ED 355 252 TM 019 593
Rudner, Lawrence M. Shafer, Mary Morello
Resampling: A Marriage of Computers and Statistics. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-8
Pub Date—Sep 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Computer Uses in Education, *Educational Research, Elementary Secondary Education, *Estimation (Mathematics), Nonparametric Statistics, *Probability, *Research Methodology, Sampling, Statistical Distributions, *Statistics, Technological Advancement
Identifiers—Bootstrap Methods, Cross Validation, ERIC Digests, Jackknifing Technique, *Resampling Techniques, Research Replication
Advances in computer technology are making it possible for educational researchers to use simpler statistical methods to address a wide range of questions with smaller data sets and fewer, and less restrictive, assumptions. This digest introduces computationally intensive statistics, collectively called resampling techniques. Resampling is a process for estimating probabilities by conducting vast numbers of numerical experiments with the aid of high speed computers. Probability theory has freed researchers from the drudgery of repeated experiments, and resampling has now made it possible to analyze virtually any statistic in an easy to understand manner, without making assumptions about the distribution of the data. The following four techniques are important in resampling: (1) the bootstrap; (2) the jackknife; (3) cross-validation; and (4) balanced repeated replication. An example compares the grades of voucher and non-voucher students in an elementary school using the bootstrap. It is argued that resampling frees researchers from the assumption that the data conform to a bell-shaped curve and the need to focus on statistical measures with theoretical properties that can be analyzed mathematically. Critics question the resampling method itself and question the accuracy of the estimates that resampling yields. In some situations, resampling may be less accurate than conventional parametric methods. (SLD)

ED 355 251 TM 019 592
Shafer, Mary Morello
National Assessments in Europe and Japan. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-7
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Admission, *College Entrance Examinations, Comparative Analysis, Cross Cultural Studies, Educational Assessment, Elementary Secondary Education, *Foreign Countries, Government School Relationship, Higher Education, Multiple Choice Tests, *National Competency Tests, National Programs, *Standardized Tests, Student Evaluation, Testing Programs, *Test Use
Identifiers—British National Curriculum, England, ERIC Digests, France, Germany, Japan, Open Ended Questions, Oral Examinations, United States, Wales
Examining testing practices in other countries can help formulate ideas and issues in establishing a national assessment system in the United States. Based on recent reports by the Office of Technology and Assessment and the National Endowment for the Humanities, this digest provides an overview of the national examinations in several European nations and Japan. In France and in Germany, the previously nationally standardized examination is no longer a single nationally comparable examination taken by all students for admission to universities. Both the French baccalaureate, developed in different forms to correspond to curricula, and the German "Abitur" rely on open-ended questions and, to some extent, oral examinations. In recent years, England and Wales have adopted what amounts to a national curriculum and a comprehensive assessment program. Japan uses a two-stage system for admission to universities, beginning with a standardized multiple-choice examination in five subject areas. Japanese universities then consider other factors, often including their own examinations, to admit applicants. This overview indicates that the following four issues must be considered in evaluating national testing programs: (1) examination uniformity; (2) choice of tests by students; (3) test formats; and (4) reporting methods and formats. (SLD)

ED 355 250 TM 019 591
Rudner, Lawrence Farris, Michael P.
A Precedent for Test Validation. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-6
Pub Date—Aug 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Civil Liberties, *College Entrance Examinations, *Court Litigation, Elementary Secondary Education, *Home Schooling, *Parents as Teachers, School Attendance Legislation, State Legislation, State Standards, Test Use, *Test Validity
Identifiers—*Education Entrance Examination SC, ERIC Digests, South Carolina, Validation Verification and Testing Techniques
In December 1991, the South Carolina Supreme Court ordered the State Board of Education to stop using the Education Entrance Examination (EEE) for licensing parents who want to teach their children at home. In ruling that the test's validation process did not meet a standard of reasonableness, the Court established a significant precedent for test validation. The South Carolina Board of Education, which is required by law to evaluate the suitability of the EEE (a test designed as an admissions test for teacher education), contracted a traditional content-based validation study. A panel of judges, 17 of whom were home schoolers and 16 of whom were public school and college teachers, had to decide whether each item was a necessary prerequisite for home schoolers. The contractor reported that the panel's scores were good enough to validate the test for use for home schoolers. The plaintiffs, the Home School Legal Defense Association, challenged the validation process because panelists were not given a job analysis or description of successful home schooling and were not qualified to make the judgments expected of them. The Court did not accept the argument that the validity of the EEE generalizes from its original purpose and found that the Board of Education presented no evidence that the skills needed for home schooling are the same as those needed for admission to a teacher education program. The fact that high numbers of parents passed the test was irrelevant to the issue of validity. No evidence was presented that the panel, including the home schoolers, was qualified to make the types of judgments expected of them. (SLD)

ED 355 249 TM 019 590
Bracey, Gerald Rudner, Lawrence M.
Person-Fit Statistics: High Potential and Many Unanswered Questions. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-5
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Error of Measurement, *Goodness of Fit, *Individual Differences, *Learning Theories, Personality Traits, *Research Methodology, Research Needs, Response Style (Tests), Teaching Methods, Test Bias, Theory Practice Relationship
Identifiers—ERIC Digests, *Person Fit Measures
Over the last 15 years or so, research into measurement error has begun to consider not just whether the test items fit, but whether the people who answer the items fit. Attempts to systematically identify people who do not fit the typical pattern have led to several "person-fit statistics." This digest describes the need for such statistics, summarizes research on their use, and identifies areas in need of further research. Research has identified patterns of aberrant responses that relate to personality traits or response styles, differences in instruction, and test bias. For the most part, however, person-fit statistics have not yet been applied to many settings. Although the need has been documented, the area has been largely one of potential, rather than actual, use. While some research has addressed theoretical and methodological concerns about the application of person-fit statistics, two main questions remain: (1) whether or not they are statistically sound; and (2) whether or not they will help in practical situations. Person-fit statistics, as a logical extension of popular measurement models, are well grounded in statistical theory, but are not equally grounded with theories of learning and cognition. Research to date, however, has demonstrated that people with strange response patterns are indeed detected with few, if any, false identifications. Proponents argue that this is enough to justify routine use of this statistical tool. (SLD)

ED 355 206 SP 034 338
Hendricks, Charlotte M.
Safer Playgrounds for Young Children. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-5
Pub Date—Mar 93
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accident Prevention, Early Childhood Education, Elementary Education, *Equipment Evaluation, Equipment Maintenance, Equipment Manufacturers, *Equipment Standards, *Facility Improvement, Parent Responsibility, *Playgrounds, *Safety Education, Teacher Responsibility
Identifiers—Consumer Product Safety Commission, ERIC Digests
Each year, almost 200,000 children are treated at hospital emergency rooms for injuries occurring on playgrounds. At this time, the U.S. Consumer Product Safety Commission has established voluntary guidelines for equipment and surfacing, but there are no required standards regarding the manufacture or installation of equipment and resilient surfacing under equipment. It is the responsibility of parents and teachers to educate themselves about

playground safety and demand compliance with guidelines in playground development or renovation. This digest describes reasons why playground injuries occur; safety standards for playgrounds; checking for hazards in playground equipment; safe surfaces under playground equipment; and renovating an existing playground. The primary elements of playground safety are: (1) removing equipment that is too tall; (2) installing resilient surfacing under all equipment; (3) removing hazards such as debris or broken equipment; and (4) supervising children's play. It is up to parents, teachers, and individuals in the community to demand safer play areas and to provide proper supervision for children's play. (Contains 6 references.) (LL)

ED 355 205 SP 034 337
Johnson, Beverly
Teacher-As-Researcher. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-7
Pub Date—Mar 93
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Action Research, *Curriculum Development, *Educational Improvement, Elementary Secondary Education, Faculty Development, Participative Decision Making, *Policy Formation, School Restructuring
Identifiers—Collaborative Research, ERIC Digests, Reform Efforts, *Teacher Researchers
In the spirit of educational reform efforts, this digest examines the concept of teacher-as-researcher, a concept rooted in action research. Action research is designed, conducted, and implemented by teachers themselves to improve teaching in the classroom. The research is often a collaborative activity promoting reflective teaching, critical inquiry, self-evaluation, and professional dialogue, thereby creating a more professional culture in schools. Action research has been employed for various purposes including school-based curriculum development, system planning, and policy development. The current school restructuring movement has site-based, shared decision-making at its core; therefore, it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts, attending more carefully to methods, perceptions, understandings, and the whole approach to the teaching process. Action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of options and possibilities for change forcing the re-evaluation of current theories and influencing what is known about teaching, learning, and schooling. (Contains 16 references.) (LL)

ED 355 197 SP 034 290
Abdal-Haqq, Ismat
Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-3
Pub Date—Feb 93
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Coordination, *Educational Environment, Elementary Secondary Education, Family School Relationship, Health Needs, *High Risk Students, Holistic Approach, *School Role, Social Services, Student Needs, Student Welfare, *Teacher Education Curriculum, Teacher Role
Identifiers—ERIC Digests, *Integrated Services
Integrated services is a coordinated, holistic approach to addressing children's needs, particularly the needs of at-risk children, in which the school is the hub of a network of service providers and a link between these service providers and children and their families. The focus is on wellness and prevention; the programs provide a comprehensive range of education and human services to help children overcome barriers to academic success. Integrated services programs may be school-based or school-linked. Examples of services may include tutoring and remediation, job counseling, medical services, mental health counseling, drop-out prevention, recreation, and services for homeless youth. The argument for this approach to meeting children's needs rests on six basic premises: that (1) all facets of a child's well-being impact on his or her potential for academic success; (2) an increasing number of American school-age children can be considered at risk for failure; (3) prevention is more cost-effective than correction or remediation; (4) at-risk children, come to school with multiple problems that cut across conventional health, social, and education systems boundaries; (5) current child-delivery services are fragmented and uncoordinated; and (6) because schools have sustained long-term contact with the majority of children, they are the logical gateway for providing multiple services to children. Although various integrated service models exist, successful programs share many of the same characteristics. They are family-focused, prevention-oriented, community-centered, and responsive to local needs; they offer a continuum of services; they avoid duplication and gaps, and they enable personal relationships to exist between families and staff. These programs bring with them various implications for teacher education, for example: teachers need to be trained to identify students who need intervention, to take part in the collaborative process; and to view themselves as part of a team effort to address the academic social, and health development of students. (IAH)

ED 355 041 PS 021 246
Katz, Lilian G.
Multiple Perspectives on the Quality of Early Childhood Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-2
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childhood Attitudes, *Collegiality, *Early Childhood Education, *Educational Quality, *Parent School Relationship, Parent Teacher Cooperation, *Program Evaluation, Standards
Identifiers—*Caregiver Attitudes, ERIC Digests, Sponsors
This digest considers quality in early childhood programs from four perspectives. The top-down perspective, or adults' perspective, on program quality takes into account such program characteristics as adult-child ratio, staff qualifications, and health and hygiene procedures. The bottom-up perspective, or the children's perspective, hinges on whether the children feel welcome rather than captured, accepted rather than neglected by adults or rejected by peers, and whether they find their experiences meaningful rather than boring. Children's feelings about these matters are partly dependent on caregivers' and teachers' practices. A third perspective on assessing program quality is the outside-inside perspective, which considers the quality of relationships among parents and staff, and parents' and staff's goals and values for the children in the program. Finally, the inside perspective on quality examines relationships between staff members, between parents and staff, and between staff and the program sponsor. Each of these four perspectives contributes in a different way to overall assessment of program quality. (BC)

ED 355 040 PS 021 245
Britz, Joan
Problem Solving in Early Childhood Classrooms. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-1
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Curriculum Design, Decision Making, *Early Childhood Education, *Group Activities, *Learning Activities, *Problem Solving, Teacher Role, Teacher Student Relationship, Teaching Methods, *Young Children
Identifiers—ERIC Digests, Student Cooperation
Problem solving is the foundation of young children's learning. The role of the early childhood teacher in facilitating problem-solving behavior in children involves trusting children's attempts to learn through problem solving and maintaining a classroom environment that encourages problem solving. Curricula that foster children's problem solving are those that encourage children's decision making, provide a framework for integrated learning, use a project approach to facilitate cooperative learning, and organize work through themes and units. Teachers can foster children's problem solving by providing enlarged blocks of learning time, rearranging classroom spaces to facilitate cooperation, and providing a variety of materials for children's use. A model of problem solving in an early childhood classroom involves four steps: (1) identifying the problem; (2) brainstorming solutions; (3) choosing and implementing one solution; and (4) evaluating the solution used. In order to determine whether a particular problem is appropriate for children, teachers can ask whether the problem is interesting, can be solved at a variety of levels, requires new decisions to be made, and requires a solution that can be evaluated. Encouraging children's problem solving in these ways equips them with a lifelong skill useful in all areas of learning. (BC)

ED 354 988 PS 021 008
New, Rebecca S.
Reggio Emilia: Some Lessons for U.S. Educators. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-3
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Community Support, Educational Environment, Foreign Countries, Inservice Teacher Education, Parent Participation, *Physical Environment, *Preschool Education, *Program Administration, Program Descriptions, *Symbolic Language, Teacher Student Relationship
Identifiers—ERIC Digests, *Italy (Reggio Emilia)
An internationally acclaimed program that challenges American notions of appropriate early education is the municipal early childhood program in Reggio Emilia, Italy. The town's liberal financial support of child care and citizen membership in school committees indicate strong community support. Parents are involved in school policy discussions, child development concerns, and curriculum planning. The administration of the early childhood program consists of a head administrator, team leaders, and teachers. There is no hierarchical relationship among teachers. Teacher in-service education is provided through extensive staff development opportunities. The organization of the physical environment of the school is crucial to the program. Spaces are designed so that classrooms are integrated with the school and schools with the surrounding community. Class activities include projects that teachers work on with small groups of children. Project topics are chosen based on teacher observations of children's play, or teachers' or parents' academic curiosity. As they proceed in their investigation of a topic, children are encouraged to depict their understanding through drawing, sculpture, dramatic play, and writing. Several characteristics of the Reggio Emilia approach that challenge American conceptions of developmentally appropriate practice include teachers' beliefs in the importance of being confused as a contributor to learning and the importance of children's ability to negotiate in peer groups. (Contains nine references.) (BC)

ED 354 903 IR 054 433
Eisenberg, Michael B.
Networking: K-12. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

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Report No.—EDO-IR-92-10
Pub Date—Dec 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), *Computer Networks, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, *Information Networks, *Instructional Innovation, Resources, *Telecommunications, *Teleconferencing
Identifiers—ERIC Digests

Long distance, or wide area, computer networking can change teaching and learning dramatically. Teachers and students with access to a computer, a modem, and phone lines are freed from the physical limits of a school building and time schedules. They can communicate with peers and gain access to electronic resources, making individualized instruction and personal inquiry the norm. Network users can undertake three primary activities: electronic mail, computer conferencing, and accessing information from remote sources. Electronic mail enables teachers and learners to exchange information locally and worldwide. Network communication also makes it easy for groups of people to work cooperatively and share information without having to be in close physical proximity. Examples of information from remote sources available to students include research data and services related to drug and alcohol abuse from California's Drug and Alcohol Abuse Prevention Net, text of Supreme Court decisions, information on space flights and space science, and the full text of selected books through Project Gutenberg. User manuals, classes, and general reference works can help users master the basics of networking, including how to operate the computer, modem, and telecommunications software; how to connect to and communicate with a computer already linked to the network; and how to use the network to communicate with others. Finding a network with which to connect is not always easy. Options include local bulletin board systems, college and university systems, statewide and regional systems, school computer facilities, and commercial vendors. Brief descriptions and contact information for six network resources are included. (Contains 10 references.) (KRN)

ED 354 789 FL 021 082
Peyton, Joy Kreeft
Dialogue Journals: Interactive Writing To Develop Language and Literacy. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-01
Pub Date—Apr 93
Contract—R188062010; RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *Dialog Journals, Elementary Secondary Education, *English (Second Language), *Journal Writing, *Literacy, Literacy Education, Second Language Learning
Identifiers—ERIC Digests

This digest focuses on the use of dialogue journals for developing the language and literacy skills of students of all ages learning English a Second Language. Dialogue journals are written conversations in which students and teachers communicate on a regular basis. Students write as much as they choose, and the teacher writes back, responding to questions, introducing new topics, or asking questions. The idea is to encourage students to use written English and not to focus on error correction. Students have the opportunity to use English in a non-threatening atmosphere in interaction with a proficient English speaker. Dialogue journals are now being used in a range of educational settings–with children and adults, with both native and nonnative English speakers, and in teacher and volunteer training programs. Sample dialogue journal entries are provided, as well as general information on the benefits and logistics of using dialogue journals. (VWL)

ED 354 608 EA 024 666
Gaustad, Joan
Peer and Cross-Age Tutoring. ERIC Digest, Number 79.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-1
Pub Date—Mar 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Age Teaching, Elementary Secondary Education, Instructional Effectiveness, *Peer Teaching, *Tutoring
Identifiers—ERIC Digests

One-to-one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. Peer tutoring involves two students of the same age. In cross-age tutoring, the tutor is older than the tutee. The Willamette High School Peer Tutoring Program in Eugene, Oregon; the Coca-Cola Valued Youth Program in San Antonio, Texas; and the Companion Reading Program (Salt Lake City, Utah) are examples of peer and cross-age tutoring programs. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allows them to review material and to improve thinking and communication skills. For a program to succeed, tutors should be trained and should understand the material tutees will be learning. Problems in cross-age tutoring can include tutees' resisting the program and conflicts with scheduling. (Contains nine references.) (JPT)

ED 354 549 CS 213 743
Sensenbaugh, Roger
Writing across the Curriculum: Toward the Year 2000. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-04
Pub Date—93
Contract—RI88062001
Note—3p.; For a related digest, see ED 327 879.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, Higher Education, Mathematics Instruction, *Program Implementation, *Teacher Education, *Writing Across the Curriculum, *Writing Assignments, *Writing Research
Identifiers—ERIC Digests, *National Education Goals 1990

This digest summarizes the more than 300 items in the ERIC database concerning writing across the curriculum (WAC) published between 1990 and 1992. The digest presents categories of material about WAC–advocacy, activities, recent research, implementing new programs, and faculty training–and discusses one or two pertinent sources for each category. The digest concludes that mounting evidence and reports of successful implementation of WAC programs suggest that the movement will continue to be important in the year 2000. (RS)

ED 354 416 CE 063 412
Kerka, Sandra Imel, Susan
Workplace Literacy: Lessons from Practice. ERIC Digest No. 131.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-131
Pub Date—93
Contract—RI880620005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Basic Skills, Corporate Education, *Job Skills, Program Descriptions, Unions
Identifiers—ERIC Digests, National Education Goals 1990, *Workplace literacy

The fifth National Education Goal–every adult will be literate and possess the necessary skills for competing in a global economy and to exercise the rights and responsibilities of citizenship–is being implemented in part through workplace literacy programs. To reach the goal of universal literacy in the United States, five objectives were established. The second of these objectives–all workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs–is the focus of this digest. Such programs focus on raising workers' skill levels to improve their performance in complex work environments. Through increased federal and state attention, workplace literacy programs have proliferated. Examples of successful programs illustrate innovative approaches or solutions to problems other program developers may face. SALSA (Southwest Advanced Learning System for Adults) trained Motorola employees to use home computers for accessing computer-based instruction. A union-sponsored program enabled health care workers to prepare for college and professional advancement by improving their reading, writing, and math skills. In Saskatchewan (Canada), workers trained as course leaders returned to their worksites to implement programs featuring cooperative learning and self-pacing. The Competitive Skills Project equipped chemical industry workers with higher skills needed to participate in total quality management. California migrant workers improved their English proficiency and learned life skills for entering mainstream U.S. society. Sources such as the Adult Learning and Literacy Clearinghouse of the U.S. Department of Education and the ERIC Clearinghouse on Adult, Career, and Vocational Education provide additional information on workplace literacy for program developers. (SK)

ED 354 283 UD 029 036
Berryman, Sue E. And Others
Integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future. ERIC/CUE Digest, Number 83.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-6; ISSN-0889-8049
Pub Date—Nov 92
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, Academic Achievement, *Academic Education, *Curriculum Development, Educational Improvement, Education Work Relationship, Equal Education, High Schools, *High School Students, *Integrated Curriculum, Job Skills, Models, Teaching Methods, *Vocational Education, Vocational High Schools
Identifiers—ERIC Digests, Middle Track Students

This digest describes efforts to improve academic learning for middle level high school students to be applied practically to develop workplace competence and flexibility by integrating academic and vocational education. Following an introduction describing the need to prepare students for working life is a paragraph describing generally the integrated strategy that is the subject of this digest. That section describes a program of sequential courses that allows students to achieve vocational competencies as it fosters learning of abstract or theoretical concepts under applied conditions. It replaces job-specific instruction of traditional vocational education with contextualized knowledge that provides students with a range of problem-solving and

employability skills. The next section describes eight models of school organization from incorporating more academic content into vocational courses to career academies, to replacing departments with occupational clusters. A discussion of the benefits of integrating academic and vocational education examines student motivation, workplace links, equity, educationally rich learning, changes in school organization, and a qualified work force. A final section reviews implementation and covers student orientation, curriculum and assessment, teacher roles, and school organization. (JB)

ED 354 245 TM 019 445

Pandey, Tej

Authentic Mathematics Assessment. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-90-6

Pub Date—Dec 90

Contract—RI88062003

Note—3p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Change, Elementary Secondary Education, Grade 12, Mathematics Instruction, *Mathematics Tests, Multiple Choice Tests, Portfolios (Background Materials), *Problem Solving, *State Programs, *Test Construction, Test Items, Thinking Skills

Identifiers—*Authentic Assessment, California Mathematics Project, Ecological Validity, ERIC Digests, Open Ended Questions, *Performance Based Evaluation, Reform Efforts

This digest discusses how well authentic mathematics assessment tests can be expected to meet the needs of mathematics instruction that focuses on conceptual insights and analytical skills. In the new mathematics curriculum, situational lessons or real-life problems attempt to include dimensions of thinking and reasoning, individual or small-group settings, use of mathematical tools, and student attitudes and dispositions. New assessments require students to formulate problems, devise solutions, and interpret results. Several state assessment programs are engaged in developing new modes of assessment to reflect the emerging consensus on mathematics instruction. In California, for example, educators are developing the following types of assessment items: (1) open-ended questions; (2) short investigations (60- to 90-minute tasks); (3) multiple-choice questions emphasizing understanding of important mathematical ideas and generally involving integrating more than one mathematical concept; and (4) portfolios. The California Mathematics Program has been using open-ended questions for the last 3 years at the 12th-grade level. Currently, only a small sample of student responses are scored, but these exercises provide opportunities for districts to become involved in the state assessment, to administer the essays, and to train teachers to score them. (SLD)

ED 353 864 FL 800 621

Smallwood, Betty Ansin

Children's Literature for Adult ESL Literacy. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-92-06

Pub Date—Nov 92

Contract—RI89166001

Note—3p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Books, *Childrens Literature, Class Activities, *English (Second Language), Family Programs, *Instructional Materials, *Literacy Education

Identifiers—ERIC Digests

Children's literature, widely used with elementary English-as-a-Second-Language (ESL) students, can be adapted to teach literacy skills to adult ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics. Its successful use in adult ESL programs is enhanced by age-sensitive book selections, clear class presentations, and the creative development of related lesson and unit plans. From its strong foundation as a way to develop literacy in elementary schools, children's literature has recently become incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children. This trend is now spreading to the newly developing ESL family literacy programs and general adult ESL programs. The benefits of children's literature, book selection, classroom presentation, and extension activities are discussed. (VWL)

ED 353 863 FL 800 613

Wrigley, Heide Spruck

Learner Assessment in Adult ESL Literacy. ERIC Q & A.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 92

Contract—RI89166001

Note—5p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, Comparative Analysis, *English (Second Language), *Literacy, *Standardized Tests, *Student Evaluation

Identifiers—*Alternative Assessment

This document focuses on assessing Adult English-as-a-Second-language (ESL) literacy skills. Implementing and developing sound assessments for ESL literacy has become a big challenge–a task made even more difficult because a framework for assessments that provide useful data for ESL literacy programs has not yet been developed. To help clarify some of the issues, this document compares standardized tests and alternative assessments and provides some examples of effective alternative assessments used in the field. Specific sections address the following: (1) how ESL is currently assessed; (2) what the role of standardized testing is in adult ESL literacy; (3) what kinds of standardized tests are common; (4) what some of the advantages and shortcomings are of standardized tests; (5) what alternative assessment is; (6) and what alternative approaches to assessment show promise. (Contains 25 references.)

ED 353 862 FL 800 612

Kutner, Mark

Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-92-04

Pub Date—Sep 92

Contract—RI89166001

Note—3p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *English (Second Language), Instructional Development, *Language Teachers, *Staff Development, *Volunteers

Identifiers—ERIC Digests

Preparation of instructors is considered to be one of the greatest needs in adult basic education (ABE) and English-as-a-Second Language (ESL) programs. Many ABE and ESL teachers and volunteer instructors receive little or no training, either in subject matter content or in the process of teaching English to adults. The challenge for the adult education field is to design an effective system of staff development within the constraints of the ABE and ESL delivery system. These constraints include limited financial resources for programs, the part-time nature of instruction for adults, high instructor turnover, few state training requirements for ABE and ESL instructors, and lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 353 861 FL 800 611

Holcomb, Tom Peyton, Joy Kreeft

ESL Literacy for a Linguistic Minority: The Deaf Experience. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-92-03

Pub Date—Jul 92

Contract—RI89166001

Note—3p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adults, *Cultural Differences, *Deafness, *English (Second Language), *Literacy, *Literacy Education, Teaching Methods

Identifiers—ERIC Digests

Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf or hard-of-hearing. In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. Having limited English skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They may also have difficulties communicating with hearing co-workers and may have poor performance on work-related reading and writing tasks. This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf students. Specific sections address the reassessment of sources of literacy difficulties (i.e., linguistic differences, cultural differences, and educational deficiencies), and current approaches to literacy development. (VWL)

ED 353 604 CS 213 682

Puccio, P. M.

The Computer-Networked Writing Lab: One Instructor's View. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-93-03

Pub Date—93

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Writing, *Classroom Environment, *Computer Networks, Higher Education, Teacher Behavior, *Teacher Role, *Teacher Student Relationship, *Writing Laboratories

Identifiers—*Basic Writers, ERIC Digests, University of Massachusetts Amherst

According to an instructor of basic writing in the Writing Lab at the University of Massachusetts in Amherst, he can teach differently in a computer-networked writing lab than he did in a conventional classroom. Because the room is designed to teach writing and nothing else, it offers a congenial workspace where the teacher can interact with students. Aspects of the computer classroom encourage student independence and define the teacher's

role more clearly as an accomplice in their efforts. Students experience a communal ownership of the classroom because the network allows them ready access to all of the texts, theirs and the teacher's, that comprise the course. The computer classroom environment allows the teacher to respond to individual student needs with more flexibility, empathy, and respect. The networked classroom can provide students with a congenial setting where they might learn not only to endure writing but even, on occasion, enjoy it. (RS)

ED 353 022 JC 930 053
Ignash, Jan M.
ESL Population and Program Patterns in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-05
Pub Date—Dec 92
Contract—R188062002
Note—3p.
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *English (Second Language), *Enrollment Trends, Foreign Students, Limited English Speaking, *Program Descriptions, Program Design, *Student Characteristics, Two Year Colleges, Two Year College Students, Vocational English (Second Language)
Identifiers—ERIC Digests

Recent trends in immigration and foreign student enrollments are placing a growing demand on community colleges for English-as-a-Second-Language (ESL) instruction. A 1991 study of course sections at 164 two-year colleges nationwide revealed that ESL had grown from 30% of all foreign language courses offered in 1983 to 51% in 1991, and that the number of colleges offering ESL courses had grown from 26% in 1975 to 40% in 1991. ESL students tend to be concentrated in urban areas, and, frequently, foreign students from a particular language group settle in the same geographic area, making it easier for community colleges to profile their local ESL populations. The educational backgrounds of ESL students range from those unable to read and write in their native language to students with college degrees. Given the varied backgrounds of ESL students, community colleges have often developed ESL programs that respond to the specific needs of their local ESL population. Clark College in Washington established one ESL program for foreign students, and a separate ESL program for American immigrant and limited English proficient students. Most commonly, ESL programs include instruction in listening comprehension, speaking, reading, writing, and grammar. Vocational ESL programs, which weave English language skills into vocational subject areas, have also been established at a number of two-year colleges. ESL students often require special assistance to complete transfer and vocational programs. To address the language-related problems of its growing ESL population, Golden West College in California established a volunteer program to provide guidance in such areas as study skills, note-taking, self-esteem, and dealing with social service agencies. (PAA)

ED 353 009 JC 930 028
Two-Year Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-83-0030
Note—4p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, College Role, *Community Colleges, Educational Finance, Enrollment, *Institutional Characteristics, Private Colleges, Program Descriptions, Public Colleges, Public Support, *Student Characteristics, Teacher Characteristics, *Technical Institutes, *Two Year Colleges, *Two Year College Students
Identifiers—ERIC Digests

Community colleges are publicly supported institutions offering comprehensive programs of career-related, remedial, and freshman and sophomore studies, along with community services. Technical institutes, on the other hand, primarily offer preparation for technological occupations, while junior colleges focus primarily on freshman and sophomore studies. Community colleges maintain low tuition and open admissions, offer many types of curricula, are responsive to the needs of the local community, provide programs for individuals of all ages and educational levels, and are adaptable to student differences and social change. In 1984, there were 1,219 community, junior, and technical colleges in the United States and its territories, of which 1,064 were public institutions. Two-year colleges offer vocational/occupational programs leading to an associate degree in applied science; transfer and liberal arts programs leading to an associate degree in science or the arts; community educational and personal interest courses; and remedial programs. Among all first-time, full-time freshmen in the United States in fall 1983, 40% were enrolled in two-year institutions. Two-year colleges enrolled 1.8 million full-time students in fall 1983. Among two-year college students, 53% were women, and the average age of students was between 28 and 31 years. There were a total of 251,606 faculty teaching at two-year colleges; of these, 57% were part-time instructors. In 1982-83, the average salary for assistant professors at public, two-year colleges was $20,761. In 1981-82, state funding accounted for 47.6% of public, two-year college operating expenses, while tuition accounted for another 16.2% of expenses. A list of two-year college organizations and publications, and 14 references are included. (PAA)

ED 353 008 JC 930 026
Quality Circles in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0030
Note—3p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Community Colleges, Employer Employee Relationship, Management Teams, Organizational Development, *Organizational Effectiveness, *Participative Decision Making, *Program Descriptions, Program Improvement, *Quality Circles, Two Year Colleges
Identifiers—ERIC Digests

Quality Circles (QC's) consist of small groups of people who perform the same work and who voluntarily meet on a regular basis to discuss problems, seek solutions, and cooperate with management in the implementation of those solutions. QC's operate on the premise that employee participation in decision making and problem solving improves the quality of work. Members of QC's set their own rules, make decisions by consensus, and utilize organized problem-solving techniques such as brainstorming and cause-and-effect diagraming. A QC established at one of the off-campus learning centers at Central Piedmont Community College in Charlotte, North Carolina, developed a more effective telephone system which eventually saved the center $100 per month in staff time. At Middlesex County College in Edison, New Jersey, QC's were initiated to improve the Career Oriented Peer Services (COPS) project. Two QC's, comprised of second-year peer tutors of high-risk first-year students, dealt with problems of over-dependence on COPS staff, time management, and improving campus awareness of the peer tutoring center. At Lakeshore Technical Institute in Cleveland, Wisconsin, management QC's comprised of administrators and program directors, and non-management circles comprised of faculty and support services staff, led to the development of a new memo system, intramural sporting events, and a computerized information system. A QC involving students in one two-year college history class significantly increased class participation. Adequate training in QC techniques, particularly in the education setting, is vital to the success of such efforts. (PAA)

ED 353 007 JC 930 025
Community College Honors Program. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-83-0030
Note—3p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Acceleration (Education), Community Colleges, Curriculum Design, Educational Trends, *Honors Curriculum, Honor Societies, Student Placement, Two Year Colleges, Two Year College Students
Identifiers—ERIC Digests

Honors programs are not a major part of the community college curriculum due to the colleges' focus on providing access to nontraditional students, as well as the feeling of some community college educators that honors programs are inherently elitist. A 1975 survey found that only 47 of 644 responding institutions had formalized honors programs. A majority (73%) of the institutions, however, reported having informal honors elements, including honors classes, guest speakers, credit by examination, achievement-based financial aid, honor rolls, honor societies, and honors advisory committees. Different types of honors program activities in use at community colleges include: (1) special course sections, which cover course material in greater depth; (2) in-class honors options, allowing students to complete extra work for honors credit; (3) interdisciplinary instruction, providing courses that cover two or more disciplines; (4) honors colloquia; and (5) special activities, including social events and opportunities for special research. Typically, criteria for entering honors programs include students' grade point averages (GPA's) and their scores on standardized tests. Once in honors programs, students must maintain a minimum GPA. The little research that exists on the characteristics of community college honors students suggests that honors curricula must be geared toward vocational and non-traditional students, as well as traditional transfer students. (MAB)

ED 353 006 JC 930 024
The Assessment of Entering Students. ERIC Fact Sheet, No. 6.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 82
Contract—400-83-0030
Note—3p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Minimum Competencies, Remedial Instruction, Standardized Tests, Standards, *Student Evaluation, Two Year Colleges, Two Year College Students
Identifiers—ERIC Digests

Because of their open-door policy, community colleges enroll a significant proportion of the poorly prepared students entering higher education. Many educators feel that colleges operating under open-door policies have a responsibility to identify underprepared students and provide them with the necessary developmental support. Colleges are usually urged to evaluate psychological as well as academic factors; however, this requires the commitment of extensive financial and human resources. Thus, many colleges limit their assessment efforts to basic skills. Although such assessment should ideally be provided for all students, realistically it can only be applied under certain circumstances. The most common form of assessment is the standardized test, which is preferable to often unreliable high school grades. Successful assessment efforts depend upon a centrally administered, easily accessible program, and well-trained personnel. Once students in need of remediation are identified, colleges typically either require remediation prior to enrollment in content area courses, allow limited enrollment in content area courses concurrent with remediation, or provide coordinated remedial and content area instruction. (MAB)

ED 353 005 JC 930 023
Incorporating Humanities Instruction in Vocational Programs. ERIC Fact Sheet, No. 4.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82
Contract—400-83-0030
Note—4p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Curriculum Design, Educational Change, *Humanities Instruction, Integrated Activities, *Interdisciplinary Approach, *Learning Modules, Two Year Colleges, *Vocational Education
Identifiers—ERIC Digests

Traditionally, humanities instruction at two-year colleges has been identified with transfer education. Since enrollments are decreasing in humanities classes, the future viability of the humanities curriculum will depend on providing humanities instruction to vocational students. This fact sheet discusses some obstacles to changing the humanities curriculum and describes four methods which have been used to make the necessary curricular changes: (1) interdisciplinary courses which provide instruction in two or more subject areas; (2) specialized courses for targeted populations, such as "Literature for Technicians"; (3) modules or short instructional segments that can be inserted into occupational programs; and (4) sharing resource materials and personnel. In addition, seven interdisciplinary courses or modules which have been offered by two-year colleges are briefly described, with contact people listed for each program. A 13-item bibliography is included. (MAB)

ED 353 004 JC 930 022
Proposal Writing for Two-Year Colleges. ERIC Fact Sheet, No. 2.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 81
Contract—400-83-0030
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Educational Finance, Financial Support, *Fund Raising, *Grants, *Grantsmanship, *Private Financial Support, *Proposal Writing, School Funds, School Support, Two Year Colleges
Identifiers—ERIC Digests

Faced with reduced public funding, many two-year colleges are seeking money from government agencies and private foundations to change procedures or develop materials in areas that would otherwise be neglected. Simultaneously, several of the most well-known public and private funding sources are becoming increasingly receptive to proposals submitted by community colleges. However, while the total resources available are considerable, they are not sufficient to fund all of the worthwhile proposals. Obtaining funding requires identifying an important problem, locating an appropriate funding source, and presenting the idea effectively. Important steps in writing a proposal include planning the project, finding funding sources, properly organizing and writing the proposal, reviewing the proposal for consistency, and submitting the proposal. This digest presents information on each step of the process, including a list of institutions and publications for assistance in locating funding sources, a description of the four main elements of a proposal, and steps to take if the proposal is not funded. (MAB)

ED 352 847 FL 020 900
Fradd, Sandra H.
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs. ERIC Digest.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-10
Pub Date—Dec 92
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Change Strategies, *Cooperative Planning, Educational Needs, Family School Relationship, *Limited English Speaking, Outreach Programs, Parent Teacher Cooperation, *Shared Resources and Services, *Special Needs Students
Identifiers—*Diversity (Student), ERIC Digests

The development of collaboration at the school level to meet the needs of students with limited English proficiency and other special needs is discussed in this digest. The following topics are covered: barriers to collaboration (e.g., funding, turf issues); changing perceptions of collaboration; ways to promote collaboration, especially the need for administrative support; collaboration among teachers (e.g., initiating formal collaboration across disciplines, the special expertise of bilingual, English-as-a-Second-Language, and special education teachers); cooperative planning (e.g., establishing meeting times and rapport, targeting students, determining discrepancies between student skills and teacher expectations); and collaboration with parents (e.g., the use of cultural events and activities, trained interpreters and translators, handbooks and written forms in the languages of the families represented in the school). It is concluded that in an era of decreasing resources and rapidly increasing student diversity, collaboration is an essential strategy for enhancing resource utilization and program cost effectiveness. Collaboration can also provide the means to meet the educational needs of many students in mainstream and special education settings. (Contains 13 references.) (LB)

ED 352 780 EC 301 710
Lokerson, Jean
Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-7
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, *Learning Disabilities
Identifiers—ERIC Digests

This digest presents definitions of 30 important terms in the field of learning disabilities. They are: accommodations, assistive technology, attention deficit disorder, brain imaging techniques, brain injury, collaboration, developmental aphasia, direct instruction, dyscalculia, dysgraphia, dyslexia, dysnomia, dyspraxia, learned helplessness, learning modalities, learning strategy approaches, learning styles, locus of control, metacognitive learning, minimal brain dysfunction, multisensory learning, neuropsychological examination, perceptual handicap, prereferral process, resource program, self-advocacy, specific language disability, specific learning disability, subtype research, and transition. (DB)

ED 352 779 EC 301 709
Lokerson, Jean
Learning Disabilities. ERIC Digest #E516.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-6
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Delivery Systems, Educational Methods, *Educational Needs, Education Work Relationship, Elementary Secondary Education, *Handicap Identification, *Learning Disabilities, Special Needs Students, *Student Characteristics, Transitional Programs
Identifiers—ERIC Digests

This digest presents summary information on the characteristics and needs of children with learning disabilities (LD). The federal definition of learning disabilities is given and the existences of differences at the state level noted. Next viewpoints on various issues are briefly considered including the special educational needs of students with LD characteristics and low average intelligence, high intelligence, or from different linguistic, cultural, social, or economic backgrounds. The last section considers principles of education for this population including provision of a continuum of program models, transition to the world of work and adulthood, and the need for individualized instructional strategies. Addresses for six organizational resources are also provided. (DB)

ED 352 776 EC 301 706
Silverman, Linda Kreger
How Parents Can Support Gifted Children. ERIC Digest #E515.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-5
Pub Date—Dec 92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, *Child Rearing, *Definitions, Elementary Secondary Education, *Gifted, Parent Child Relationship, Preschool Education, *Student Placement
Identifiers—*Early Identification, ERIC Digests

This digest offers guidelines to parents of gifted children which emphasize respecting the child's individuality while providing necessary support. A new definition of giftedness is cited which stresses the asynchronous development of such children's cognitive skills and the resultant qualitatively different inner experience. Early signs of giftedness are listed and the advantages of early identification noted. Suggestions are offered for responsive parenting which provides a wide variety of stimulation while following the child's lead. Discussion then looks at first, the role of family relationships in the child's development and issues concerning school placement including early entrance, other forms of acceleration, and the value of mixed age groups. Finally, the role of parents in advocacy is noted. Three references and two organizational resources are listed. (DB)

ED 352 775 EC 301 705
VanTassel-Baska, Joyce
Developing Learner Outcomes for Gifted Students. ERIC Digest #E514.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-4
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Gifted, *Goal Orientation, *Outcomes of Education, Student Development, *Student Educational Objectives, Student Evaluation, Teacher Role, Time Factors (Learning)
Identifiers—ERIC Digests

This digest summarizes what is known about developing desired educational outcomes and anticipated time frames in specialized programs for students who are gifted. Learner outcomes are defined and characteristics of appropriate ones outlined. Next, the importance of identifying specific learner goals and outcome indicators is explained with emphasis on their value for both the learner and teacher. Learner outcomes for gifted students are then differentiated from more generic outcomes developed for all learners. The importance of developing assessment procedures consistent with the

learner outcomes is stressed. The teacher's role in regard to learner outcomes is explained in the context of the curriculum alignment process and alignment with standard state learner outcomes. Finally, 13 specific suggestions for creating more appropriate learner outcomes for gifted students are offered. Six suggestions for further reading are listed. (DB)

ED 352 774 EC 301 704

Parke, Beverly N.

Challenging Gifted Students in the Regular Classroom. ERIC Digest #E513.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-92-3

Pub Date—Dec 92

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Educational Needs, *Educational Practices, Elementary Secondary Education, Individualized Programs, Instructional Development, *Mainstreaming, Program Development, *Student Characteristics, Student Development, *Talent, Teacher Role, Teaching Methods

Identifiers—ERIC Digests

This digest, in question and answer format, summarizes what is known about effective ways to provide fully educational services for gifted students in the regular classroom. The following questions are addressed: What are the steps to full service? (educators need to plan environments in which all students can fully develop their abilities and interests); What are the characteristics of students who are gifted and talented? (such students differ in the pace of learning, depth of understanding, and interests); What is the role of the regular classroom teacher? (teachers should be facilitators with skills in both subject areas and learning management); What program options are needed to meet the needs of these students? (a multiple programming approach is needed); What instructional provisions must be made? (student characteristics should guide development of instructional accommodations). A 14-item list of references and suggestions for further reading are included. (DB)

ED 352 747 EC 301 613

Providing an Appropriate Education to Children with Attention Deficit Disorder. ERIC Digest #E512.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-92-2

Pub Date—92

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Deficit Disorders, Educational Diagnosis, Educational Legislation, Elementary Secondary Education, *Eligibility, *Federal Legislation, Handicap Identification, Incidence, *School Responsibility, Student Rights, Symptoms (Individual Disorders)

Identifiers—ERIC Digests, Individuals with Disabilities Education Act, Rehabilitation Act 1973 (Section 504)

This fact sheet notes the incidence of attention deficit disorder (ADD), factors involved in the disorder, and diagnostic methods. It discusses school responsibilities in providing appropriate educational services to students with ADD, emphasizing that the responsibility for meeting the educational needs of children with ADD rests with the entire educational system. It also describes the coverage for children with ADD under two Federal laws: the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, noting when eligibility for special education should be approached through each of the laws. (JDD)

ED 352 630 CS 011 128

Simic, Marjorie R.

Guidelines for Computer-Assisted Reading Instruction. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-93-02

Pub Date—93

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary Education, Guidelines, Language Arts, Reading Comprehension, *Reading Instruction, Reading Writing Relationship, Student Participation, Text Structure

Identifiers—ERIC Digests

Focusing on how teachers can integrate computers into reading/writing instruction, this ERIC digest presents guidelines for helping language arts teachers match their use of computers with what is known about the reading/writing process. The guidelines for computers and reading presented in the digest point out that computer instruction in reading should: (1) focus on meaning and stress reading comprehension; (2) foster active involvement and stimulate thinking; (3) support and extend students' knowledge of text structures; (4) make use of content from a wide range of subject areas; (5) link reading and writing. (RS)

ED 351 612 CE 062 537

Bonner, Patricia A.

Consumer Competency: A National Status Report. ERIC Digest No. 1.

Adjunct ERIC Clearinghouse on Consumer Education, Ypsilanti, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CN-92-01

Pub Date—92

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Consumer Science, *Educational Objectives, Elementary Secondary Education, Faculty Development, *Instructional Improvement, Money Management, Program Improvement, Teacher Education, *Teacher Improvement

Identifiers—ERIC Digests

Concepts in consumer education can be arranged into a taxonomy of three primary categories: decision making, resource management, and citizen participation. Consumer programs have these goals: (1) producing competent buyers and users of goods and services; (2) producing competent financial managers; (3) producing an understanding of the economy; (4) generating an acceptance of consumer responsibilities and assertion of consumer rights; and (5) helping people examine their values to develop a philosophy enabling them to achieve satisfaction within resources they possess. Surveys of consumer knowledge and skills of students and adults in the United States reveal large gaps. Lack of consumer competency is attributed to several factors, including the following: consumer education is not uniformly available; teachers are not prepared to teach consumer education; and limited opportunity for consumer education exists beyond the classroom. Recommendations for improving the level of consumer competency range from marketing to miscellaneous improvements in the nation's education programs. Suggestions for the nation's schools include universal requirements for instruction in consumer education, requirements that focus specifically on consumer skills and awareness, adequate preparation of consumer education instructors, and continuing support for teachers. (Contains 11 references.) (YLB)

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• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5720
Telephone: 202-219-2289
FAX: 202-219-1817
e-mail: eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC CLEARINGHOUSES

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; **Toll Free:** 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@magnus.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). Includes input from Adjunct ERIC Clearinghouse on Consumer Education.

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; **Toll Free:** 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. Includes input from Adjunct ERIC Clearinghouse for the Test Collection.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931; **Toll Free:** 800-832-8256
FAX: 310-206-8095
e-mail: aeh3rie@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
101 Park Building
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; **Toll Free:** 800-414-9769
FAX: 910-334-4116
e-mail: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474; **Toll Free:** 800-328-0272
FAX: 703-264-9494
e-mail: ericec@inet.ed.gov

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; **Toll Free:** 800-438-8841
FAX: 503-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386; **Toll Free:** 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children.

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All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

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e-mail: eric@ericir.syr.edu

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Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

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FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; **Toll Free:** 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; **Toll Free:** 800-624-9120
FAX: 304-347-0487
e-mail: lanhamb@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State Universit
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; **Toll Free:** 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: ericso@.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts. Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Art Education, and Law-Related Education.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: ericsp@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.

ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: 212-678-3433; **Toll Free:** 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu

The educational characteristics experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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Social Studies Development Center
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Fax: 812-855-0455
e-mail: clarkgil@indiana.edu

Adjunct ERIC CH on Chapter 1 (Compensatory Education)
Chapter 1 Technical Assistance Center
PRC Inc.
2601 Fortune Circle East
One Park Fletcher Building, Suite 300-A
Indianapolis, Indiana 46241-2237
Telephone: 317-244-8160; **Toll Free:** 800-456-2380
Fax: 317-244-7386
e-mail: prcinc@delphi.com

Adjunct ERIC CH on Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Telephone: 703-938-6555 **Toll Free:** 800-616-2242
Fax: 800-716-2242
e-mail: agoldstein@acf.dhhs.gov

Adjunct ERIC CH on Clinical Schools
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
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Fax: 202-457-8095
e-mail: iabdalha@inet.ed.gov

Adjunct ERIC CH on Consumer Education
National Institute for Consumer Education (NICE)
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, Michigan 48197-2237
Telephone: 313-487-2292; **Toll Free:** 800-336-6423
Fax: 313-487-7153
e-mail: nice@emuvax.emich.edu

Adjunct ERIC CH for ESL Literacy Education
National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
Telephone: 202-429-9292, Ext. 200
Fax: 202-659-5641
e-mail: ncle@cal.org

Adjunct ERIC CH for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
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ETS Test Collection
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Princeton, New Jersey 08541
Telephone: 609-734-5737
Fax: 609-683-7186
e-mail: mhalpern@ets.org

Adjunct ERIC CH for United States-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
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1983 Educational Reform Reports, The	ED 252 636	UD
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Academic Achievement in a Second Language	ED 329 130	FL
Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	HE
Academic Alliances in Foreign Languages and Literatures	ED 289 365	FL
Academic Effectiveness of Small-Scale Schooling (An Update)	ED 372 897	RC
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations	ED 366 262	HE
Academic Freedom in the Public Schools	ED 253 458	SO
Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits	ED 385 095	EC
Academic Program Reviews	ED 284 522	HE
Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	IR
Access Points to ERIC: Update 1992	ED 365 354	IR
Access Points to ERIC: Update 1995	ED 381 178	IR
Access to Literacy Education for Language Minority Adults	ED 350 886	FL/LE
Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	IR
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	IR
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	IR
Accountability in Counseling	ED 287 136	CG
Accountability in Mathematics Education	ED 319 628	SE
Accountability Mechanisms in Big City School Systems	ED 334 311	UD
Accreditation	ED 273 608	SP
Accreditation of College and University Counseling Services	ED 347 488	CG
Achievement in Mathematics Education (#1) (1984)	ED 260 890	SE
Achievement in Mathematics Education (Information Bulletin #2) (1984)	ED 260 892	SE
Achievement in Science, 1983	No ED#	SE
Achievement of Goal Three of the Six National Education Goals	ED 360 221	SO
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies	ED 329 486	SO
Achievement Trends for Rural Students	No ED#	RC
Achieving History Standards in Elementary Schools	ED 373 020	SO
ACTFL Speaking Proficiency Guidelines	ED 347 852	FL
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability	ED 347 477	CG
Active Learning	ED 253 468	SO
Active Learning: Creating Excitement in the Classroom	ED 340 272	HE
ADHD and Children Who Are Gifted	ED 358 673	EC
Adjudicated Handicapped Youth	No ED#	EC
Administrative Issues in Planning a Library End User Searching Program	ED 278 416	IR
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Adult ESL Learner Assessment: Purposes and Tools	ED 386 962	FL/LE
Adult ESL Literacy: Findings from a National Study	ED 365 169	FL/LE
Adult Learning Disabilities	ED 237 797	CE
Adult Literacy Education	ED 259 210	CE
Adult Literacy Issues: An Update	ED 308 402	CE
Adult Literacy Learner Assessment	ED 325 658	CE
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Adults in Career Transition, Overview, (Factsheet No. 20)	ED 237 808	CE
Advantages of Small Schools, The	ED 265 988	RC
Adversary Evaluation	No ED#	TM
Advisory Committee Advantage, The	ED 377 782	HE
Advocacy and Self Advocacy for Disabled Persons	No ED#	EC
Aerobic Dance and Exercise Program	No ED#	SP
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	SO
Affective Education for Exceptional Students	No ED#	EC
Affirmative Action for the Handicapped	No ED#	EC
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317 100	HE
African Americans in Science: Books for Young Readers	ED 382 455	SE
African-American Students and Foreign Language Learning	ED 345 583	FL
African Social Studies Program: An Effort to Improve Curriculum and Instruction Across 17 African Nations, The	ED 291 665	SO
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies	ED 351 147	PS
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	SP
AIDS/HIV Education	ED 309 564	EA
AIDS: Are Children at Risk?	ED 279 643	SP
Alcohol and Drug Use Among Adolescents	ED 304 628	CG
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	EC
Alcohol Use Among College Students	ED 291 014	CG
Alternative Assessment and Second Language Study: What and Why?	ED 376 695	FL
Alternative Assessment and Technology	ED 365 312	IR
Alternative Assessment: Implications for Social Studies	ED 360 219	SO
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	SP
Alternative Career Paths in Physical Education: Sport Management	ED 362 505	SP
Alternative Certification for Teachers	ED 266 137	SP
Alternative Funding Sources for Migrant Education	ED 260 872	RC
Alternative Scheduling	ED 296 766	JC
Alternative Schools—Some Answers and Questions	No ED#	UD
Alternative Teacher Certification—An Update	ED 351 312	SP
Alternative Work Patterns as Innovations in the Work Place	ED 237 807	CE
Alternatives to Standardized Educational Assessment	ED 312 773	EA
Alternatives to Standardized Tests	ED 286 938	TM
American Indian/Alaskan Native Learning Styles: Research and Practice:	ED 335 175	RC
American Indian Children's Literature: An Update	ED 259 871	RC
American Indian Education: A Quick Look at ERIC	No ED#	RC
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	RC
American Indians in Higher Education; The Community College Experience	ED 351 047	JC
Anti-Bias and Conflict Resolution Curricula: Theory and Practice	ED 377 255	UD
Application of Case Study Evaluations, The	ED 338 706	TM
Apprenticeship and the Future of the Work Force	ED 347 403	CE
Approaches to Foreign Language Syllabus Design	ED 295 460	FL
Approaches to School-Age Child Care	ED 335 158	PS
Approaches to Staff Development for Part-Time Faculty	ED 270 180	JC
Approaching Evaluation in Small Schools	ED 296 816	RC
Approaching Standards for Mathematics Assessment	ED 359 069	SE
Appropriate Public School Programs for Young Children	ED 321 890	PS
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	JC
Are New Models of Student Development Needed?	ED 321 791	JC
Are School-Based Drug Prevention Programs Working?	ED 341 886	CG
Argument for Early Intervention, The	ED 262 502	EC
Articulation Between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools	ED 282 095	CE
Art Education in the Social Studies	SO 025 727	SO
Arts and the Handicapped Child, The	No ED#	EC
Asian Americans and Pacific Islanders in Teaching	ED 379 386	UD
Asian-American Children: What Teachers Should Know	ED 369 577	PS
Assessing Bilingual Students for Placement and Instruction	ED 322 273	UD

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Assessing Civics Education	ED 338 698	TM
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Assessing Experiential Learning	No ED#	TM
Assessing Language-Minority Students	ED 356 232	TM
Assessing Language Proficiency for Credit in Higher Education	ED 321 588	FL
Assessing Listening and Speaking Skills	ED 263 626	CS
Assessing Preschoolers' Development	ED 232 760	PS
Assessing School Counselor Performance	ED 260 365	CG
Assessing Student Degree Aspirations	ED 261 754	JC
Assessing Student Performance in Science	ED 359 068	SE
Assessing the Development of Preschoolers	ED 372 875	PS
Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	JC
Assessing the Literacy Needs of Adult Learners of ESL	ED 334 871	FL/LE
Assessing the Student Attrition Problem	ED 287 522	JC
Assessment & Evaluation on the Internet	ED 385 609	TM
Assessment and Placement of Language Minority Students, The	ED 357 131	UD
Assessment for American Indian and Alaska Native Learners	ED 385 424	RC
Assessment for National Teacher Certification	ED 316 545	SP
Assessment in Counseling & Therapy	ED 382 901	CG
Assessment of Educational Outcomes	ED 321 834	JC
Assessment of Entering Students	ED 353 006	JC
Assessment of Minority Students	No ED#	EC
Assessment Skills for School Counselors	ED 387 709	CG
Assessment Skills of Counselors, Principals, and Teachers	ED 387 708	CG
Assessment Tools for Adapted and Regular Physical Education	ED 297 001	SP
Assistive Technology for Students with Mild Disabilities	ED 378 755	EC
At Issue: Free Enterprise Education	ED 253 462	SO
At-Risk Students	ED 292 172	EA
Attention Deficit Disorder (ADD)	ED 287 261	EC
Attitude Research in Science Education	ED 259 941	SE
Audience Awareness: When and How Does It Develop?	ED 296 347	CS
Authentic Mathematics Assessment	ED 354 245	TM
Authentic Reading Assessment	ED 328 607	TM
Authentic Writing Assessment	ED 328 606	TM
Automation for the School Library Media Center	ED 327 217	IR
Background Checks on School Personnel	ED 324 767	EA
Balancing Work and Family Life	ED 329 810	CE
Basic Item Analysis for Multiple-Choice Tests	TM 024 737	TM
Basic Techniques in Marriage and Family Counseling and Therapy	ED 350 526	CG
Beginning Reading Instruction in the United States	ED 321 250	CS
Behavioral Disorders: Focus on Change	ED 358 674	EC
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	SO
Being at Ease with Handicapped Children	ED 262 506	EC
Benefits of Mixed-Age Grouping, The	ED 382 411	PS
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	RC
Beyond Culture: Communicating with Asian American Children and Families	ED 366 673	UD
Beyond Transition: Ensuring Continuity in Early Childhood Services	ED 345 867	PS
Bibliotherapy [1982]	ED 234 338	CS
Bibliotherapy [1993]	ED 357 333	CS
Bilingual Education for Exceptional Children	No ED#	EC
Bilingual Special Education	ED 333 618	EC
Bilingual Special Education is Appropriate for Mexican American Children with Mildly Handicapping Conditions	ED 293 679	RC
Bilingual Vocational Education for Immigrants	ED 268 302	CE
Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	RC
Blue Ribbon Commissions and Higher Education	ED 284 528	HE
Blueprints for Indian Education: Improving Mainstream Schooling	ED 372 898	RC
Blueprints for Indian Education: Languages and Cultures	ED 372 899	RC
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Bolstering the Community College Transfer Function	ED 276 492	JC

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Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	HE
Building A Successful Parent Center in an Urban School	ED 358 198	UD
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	RC
Building Blocks of Computer-Based Career Planning System	ED 347 478	CG
Building Community for the 21st Century	ED 347 489	CG
Building Databases for Education	ED 270 107	IR
Building Relationships Between Schools and Social Services	ED 339 111	EA
Burnout in Schools and Other Human Service Institutions [Part of a Collection]	ED 209 407	UD
Business/Education Partnerships	ED 383 856	CE
Business/Industry Standards and Vocational Program Accountability	ED 383 857	CE
Cable Television in the Classroom	ED 371 727	IR
CACREP Accreditation: Setting the Standard for Counselor Preparation	ED 347 470	CG
Campus Green: Fund Raising in Higher Education, The	ED 321 705	HE
Can Instructional Leaders Be Facilitative Leaders	ED 381 893	EA
Can Performance-Based Assessments Improve Urban Schooling?	ED 327 612	UD
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	RC
Career Academies: Educating Urban Students for Career Success	ED 355 311	UD
Career Assistance for Older Adults	ED 237 796	CE
Career Development in Adult Basic Education	ED 240 397	CE
Career Development in the Work Place (1982)	ED 237 799	CE
Career Development in the Workplace (1989)	ED 308 399	CE
Career Development: The Contemporary Scene and the Future	ED 304 632	CG
Career Development through Self-Renewal	ED 358 378	CE
Career Education	No ED#	EC
Career Education and Applied Academics	ED 350 488	CE
Career Education Counseling for Migrant Students	ED 273 397	RC
Career Education for a Global Economy	ED 355 457	RC
Career Education for Teen Parents	ED 376 272	CE
Career Education for the Underemployed	ED 240 396	CE
Career Guidance, Families and School Counselors	ED 279 991	CG
Career Guidance in Two-Year Colleges	No ED#	CG
Career Planning for Gifted and Talented Youth	ED 321 497	EC
Career Resource Centers	No ED#	CG
Career Resource Centers (1982)	ED 237 795	CE
Career Resource Centers (1993)	ED 358 377	CE
Career Search for the Gifted and Talented	ED 262 507	EC
Careers in Commercial and Private Recreation	ED 248 238	SP
Careers in Special Education	No ED#	EC
Case Against a National Test, The	ED 338 703	TM
Case for Authentic Assessment, The	ED 328 611	TM
Case for Physical Education, The	ED 248 240	SP
Case for Validity Generalization, The	ED 338 699	TM
Case Method of Teacher Education: Alaskan Models, The	ED 321 965	RC
CD-ROM for Educators	ED 290 463	IR
Censorship of Curriculum Material	ED 315 864	EA
Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	TM
Certification of Teachers of Mathematics	No ED#	SE
Challenge of Counseling in Middle Schools	ED 328 825	CG
Challenge of Diversity: Involvement or Alienation in the Academy?	ED 317 145	HE
Challenges to and Censorship of School Guidance Materials	ED 347 479	CG
Challenging Gifted Students in the Regular Classroom	ED 352 774	EC
Challenging the "Revolving Door Syndrome"	ED 361 057	JC
Challenging Troublesome Career Beliefs	ED 347 481	CG
Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	RC
Changing Face of Parenting Education, The	ED 382 406	PS
Changing Face of Racial Isolation and Desegregation in Urban Schools, The	ED 358 199	UD
Changing Role of School Boards, The	ED 357 434	EA

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Changing Roles of the Media Specialist	ED 284 532	IR
Changing Schools through Experiential Education	ED 345 929	RC
Changing World of the Elementary School Counselor, The	ED 328 824	CG
Chapter 1 Schoolwide Projects: Advantages and Limitations	ED 363 668	UD
Characteristics of Intellectually Gifted Children	ED 262 517	EC
Charting New Maps: Multicultural Education in Rural Schools	ED 348 196	RC
CHDF—Partner in Professionalism	ED 347 471	CG
Chicanos and Politics	No ED#	RC
Chicanos in Higher Education—Issues and Dilemmas for the 21st Century	ED 365 206	HE
Child Abuse and Neglect	No ED#	EC
Child Abuse and the Handicapped Child	ED 287 262	EC
Child Care Directors' Training and Qualifications	ED 301 363	PS
Child Care Resource and Referral Agencies	ED 338 444	PS
Child Find	No ED#	EC
Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	PS
Childhood Obesity	ED 328 556	SP
Children on Medication	No ED#	EC
Children With Communication Disorders	ED 321 504	EC
Children's Fiction as a Source for Social Studies Skill-Building	ED 285 797	SO
Children's Literacy Development: Suggestions for Parent Involvement	ED 365 979	CS
Children's Literature for Adult ESL Literacy	ED 353 864	FL/LE
Children's Nutrition and Learning	ED 369 579	PS
Children's Peer Relationships	ED 265 936	PS
Children's Writing in ESL	ED 303 046	FL
Choice in the Public Schools (1986)	ED 282 350	EA
Choice in the Public Schools (1989)	ED 309 565	EA
Choosing Software for Children	ED 267 914	PS
Citing ERIC Materials	No ED#	TM
Civic Education for Constitutional Democracy: An International Perspective	SO 025 728	SO
Civic Education for Global Understanding	ED 370 882	SO
Civic Education in Schools	ED 301 531	SO
Civic Education Through Service Learning	SO 025 114	SO
Class Size	ED 259 454	EA
Class Size and Writing Instruction	ED 250 689	CS
Classroom Management	ED 232 759	PS
Classroom Strategies for Teaching Migrant Children About Child Abuse	ED 293 681	RC
Classroom Teacher as Teacher Educator	ED 335 297	SP
Clear Writing in the Professions	ED 343 136	CS
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions	ED 372 355	CG
Closed Captioned Television for Adult LEP Literacy Learners	ED 321 623	FL/LE
Closed Captioned TV: A Resource for ESL Literacy Education	ED 372 662	FL/LE
Closer Look at Children in Single-Parent Families, A	ED 254 587	UD
Coaching Certification	ED 310 112	SP
Coaching for Tests	ED 286 939	TM
Cognitive Learning in the Environment: Elementary Students	ED 287 684	SE
Cognitive Learning in the Environment: Secondary Students	ED 286 756	SE
Collaboration: The Prerequisite for School Readiness and Success	ED 356 906	PS
Collaboration Between Schools and Social Services	ED 320 197	EA
Collaboration in Adult Education	ED 282 091	CE
Collaboration in Adult ESL and Family Literacy Education	ED 378 847	FL/LE
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs	ED 352 847	FL
Collaborative Bargaining in Education	ED 284 372	EA
Collaborative Learning in Adult Education	ED 334 469	CE
Collaborative Peer Review. The Role of Faculty in Improving College Teaching	ED 378 924	CE
Collaborative Schools	ED 290 233	EA
College Alcohol and Drug Abuse Prevention Programs: An Update	ED 347 960	HE
College Alcohol Programs	ED 308 802	HE
College Choice: Understanding Student Enrollment Behavior	ED 333 854	HE
College Counseling in Independent Schools	ED 304 625	CG

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	ED Number	(CH)
College Learning Improvement Programs	ED 284 512	HE
College Planning for Gifted and Talented Youth	ED 321 495	EC
College Planning for Students with Learning Disabilities	ED 314 917	EC
College Search Committees	ED 284 511	HE
College Student Assessment	No ED#	HE
College, the Constitution, and the Consumer Student, The	ED 284 524	HE
Commemorating the Bicentennial of the U.S. Constitution	ED 272 431	SO
Commitment to Transfer	ED 310 832	JC
Communicable Diseases in the Schools	ED 282 349	EA
Communicating Scholastic Success	ED 315 424	TM
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics	ED 335 238	SE
Communicating with Culturally Diverse Parents of Exceptional Children	ED 333 619	EC
Communicating Within Organizational Cultures	ED 296 419	CS
Communication Apprehension: The Quiet Student in Your Classroom	ED 284 315	CS
Communication Skills	EA 027 190	EA
Communication Strategies for Employment Interviews	ED 341 111	CS
Communications Technologies in Adult, Career, and Vocational Education (1989)	ED 305 494	CE
Communications Technologies in Adult, Career, and Vocational Education. Overview (1983)	ED 240 395	CE
Communicative Approach to Observation and Feedback	ED 364 926	CS
Communicative Language Teaching: An Introduction and Sample Activities	ED 357 642	FL
Communities and School Closings [Part of a Collection]	ED 209 407	UD
Community Coalitions to Restructure Schools	ED 368 080	EA
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	JC
Community College Foundations	ED 304 170	JC
Community College Honors Programs	ED 353 007	JC
Community College Professor: Teacher and Scholar, The	ED 272 248	JC
Community College Role in Achieving Adult Literacy, The	ED 333 951	JC
Community College Students in the Fine and Performing Arts	ED 292 485	JC
Community Colleges as Facilitators of School-to-Work	ED 383 360	JC
Community Colleges: General Information and Resources	ED 377 911	JC
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	JC
Community Needs Assessment Surveys	ED 200 299	JC
Community Service and Civic Education	ED 309 135	SO
Community Study	ED 268 065	SO
Community's Role in Continuing Education for Disabled Adults, The	No ED#	EC
Compact Guides to Information on Urban and Minority Education [A collection of Digests]	ED 209 407	UD
Competency Assessment in Teacher Education (August 1981)	No ED#	SP
Competency Assessment in Teacher Education (June 1984)	No ED#	SP
Competency Education for Adult Literacy	ED 237 798	CE
Competency Testing for Handicapped Children	No ED#	EC
Competency-Based Education for Media Professionals	ED 232 707	IR
Complying with Title IX Regulations [Part of a Collection]	ED 209 407	UD
Components of Good Teacher Induction Programs	ED 269 407	SP
Comprehensive Guidance Program Design	ED 287 137	CG
Comprehensive School Health Education	ED 351 335	SP
Computer-Assisted Instruction: Authoring Languages	ED 281 504	IR
Computer-Assisted Language Learning: Current Programs and Projects	ED 355 835	FL
Computer-Assisted Test Construction	No ED#	TM
Computer-Assisted Writing Instruction (1988)	ED 293 130	CS
Computer Assisted Writing Instruction (1994)	ED 376 474	CS
Computer-Based Systems	ED 237 793	CE
Computer Databases: Applications for the Social Studies	ED 264 167	SO
Computer Equity	No ED#	IR
Computer Literacy for Teachers	ED 254 210	IR
Computer-Networked Writing Lab: One Instructor's View, The	ED 353 604	CS
Computer Networks for Science Teachers	ED 359 044	SE
Computer Software: Copyright and Licensing Considerations for Schools and Libraries	ED 308 856	IR
Computer Uses In Secondary Science Education	ED 331 489	IR
Computerized Adaptive Testing	ED 286 940	TM

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Computerized Adaptive Tests	ED 315 425	TM
Computers and Opportunities for Literacy Development	ED 311 120	UD
Computers in Social Studies Classrooms	ED 296 950	SO
Concept of Statistical Significance Testing, The	ED 366 654	TM
Conducting a Needs Assessment	No ED#	CG
Conflict Resolution Programs in Schools	ED 338 791	UD
Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment.	ED 381 984	EC
Connections Between Language Education and Civic Education	ED 348 318	SO
Considerations in Teaching Culturally Diverse Children	ED 341 648	SP
Constructing Classroom Achievement Tests	ED 315 426	TM
Consulting With the Judiciary	ED 347 490	CG
Consumer Competency: a National Status Report	ED 351 612	CE
Contact Literature in English	ED 323 552	CS
Contemporary Censorship	No ED#	SP
Content Area Textbooks: Friends or Foes?	ED 321 249	CS
Content-Centered Language Learning	ED 367 142	FL
Controlled Choice: An Alternative School Choice Plan	ED 344 342	EA
Controversial Issues in the Classroom	ED 327 453	SO
Controversial Issues: Concerns for Policymakers	ED 253 465	SO
Controversies Surrounding Developmental Education in the Community College	ED 286 557	JC
Cooperative Education: Characteristics and Effectiveness	ED 312 455	CE
Cooperative Learning for Students from Diverse Language Backgrounds	ED 347 853	FL
Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	SO
Cooperative Learning in the Urban Classroom	ED 273 717	UD
Cooperative Learning Strategies and Children	ED 306 003	PS
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	FL
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	HE
Cooperative Problem-Solving in the Classroom	ED 310 881	PS
Coping with Changing Demographics	ED 315 865	EA
Coping with Fears and Stress	ED 341 888	CG
Coping with Life Transitions	ED 350 527	CG
Copyright Issues for the Electronic Age	ED 381 177	IR
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	SO
Core Ideas of Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire, The	ED 363 527	SO
Corporate Education	ED 301 142	HE
Correctional Education and the Community College	ED 321 835	JC
Correctional Education: Selected Aspects	ED 275 888	CE
Cost Effectiveness for Special Education, The	No ED#	EC
Cost of a National Examination	ED 385 611	TM
Counseling Abused Children	ED 315 706	CG
Counseling and Educational Excellence: A Response to "A Nation at Risk"	ED 260 366	CG
Counseling and Guidance Software	ED 315 701	CG
Counseling Families from a Systems Perspective	ED 304 634	CG
Counseling for Study Skills	ED 287 138	CG
Counseling Gifted Students	No ED#	CG
Counseling in a Multicultural Educational Setting	No ED#	UD
Counseling Roles and AIDS	ED 279 994	CG
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group	ED 341 891	CG
Counseling to Enhance Self-Esteem	ED 328 827	CG
Counseling Underachievers: A Comprehensive Model for Intervention	ED 304 631	CG
Counseling Using Technology With At-Risk Youth	ED 347 480	CG
Counseling Youngsters for Stress Management	ED 287 139	CG
Counselling Supervision: International Perspectives	ED 372 358	CG
Counselor and NBCC, The	ED 347 472	CG
Counselor Intentionality and Effective Helping	ED 378 461	CG
Counselor Membership in ACA	ED 347 474	CG
CounselorQuest Update Pack '93 [A Collection of Digests]	ED 350 491	CG
Counselors and Computers	ED 287 140	CG

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	ED Number	(CH)
Counselors and Teachers as Student Advisors	ED 315 703	CG
Counselors' Use of Tests: Process and Issues	ED 304 626	CG
Counting the Reverse Transfer Students	ED 261 757	JC
Course Integrated Library Instruction	ED 306 960	IR
Creating a Professional Workforce in Adult ESL Literacy	ED 369 308	FL/LE
Creating and Maintaining a Diverse Faculty	ED 386 261	JC
Creating and Maintaining the Bibliographic Database for Library Automation	ED 321 773	IR
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities	ED 356 753	HE
Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation	ED 368 214	FL
Creating Meaningful Performance Assessments.	ED 381 985	EC
Creating Racial Integration in a Desegregated Magnet School	ED 269 518	UD
Creative Activities for Teaching English as a Foreign Language	ED 333 713	FL
Creative Dramatics in the Language Arts Classroom	ED 297 402	CS
Creativity and Counseling	ED 260 369	CG
Creativity and the Creative Process	ED 262 508	EC
Creativity in Young Children	ED 306 008	PS
Critical Need for College Student Personnel Services, A	ED 284 519	HE
Critical Presentation Skills—Research to Practice	ED 291 205	EC
Critical Thinking in College English Studies	ED 284 275	CS
Critical Thinking in Community Colleges	ED 348 128	JC
Critical Thinking in the Social Studies	ED 272 432	SO
Critical Thinking Skills and Teacher Education	ED 297 003	SP
Critical Thinking: Promoting It in the Classroom	ED 306 554	CS
Cross-Age and Peer Tutoring	ED 350 598	CS
Cross-Age Tutoring in the Literary Club	ED 386 949	FL
Cross-Cultural Issues in Adult ESL Literacy Classrooms	ED 358 751	FL/LE
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education	ED 358 812	HE
Cultivating Resilience: An Overview for Rural Educators and Parents	ED 372 904	RC
Cultural Considerations in Adult Literacy Education	ED 334 866	FL/LE
Cultural Diversity and Teamwork	ED 377 311	CE
Cultural Values and Motivation	No ED#	EC
Culturally Responsive Curriculum	ED 370 936	SP
Current Condition of Native Americans, The	ED 348 202	RC
Current Developments in Teacher Induction Programs	ED 269 406	SP
Current Issues in Research on Intelligence	ED 385 605	TM
Current Projects and Activities in K-12 Science Education Curriculum Development	ED 324 194	SE
Current Reform Efforts in Mathematics Education	ED 372 969	SE
Current Research in Environmental Education	ED 274 557	SE
Current Status of the Associate Degree	ED 261 758	JC
Current Terms in Adult ESL Literacy	ED 358 750	FL/LE
Curricula for the Gifted and Talented	ED 262 518	EC
Curriculum and Evaluation Standards for Mathematics Education	ED 319 630	SE
Curriculum and Instruction to Reduce Racial Conflict	ED 322 274	UD
Curriculum Change in Secondary School Mathematics	No ED#	SE
Curriculum Roles and Responsibilities of Library Media Specialists	ED 308 880	IR
Data Needs on Teacher Supply and Demand	ED 269 408	SP
Day Care in Schools	ED 282 351	EA
Debate and Communication Skills	ED 321 334	CS
Defining Giftedness	ED 262 519	EC
Delivering Special Education	ED 308 686	EC
Delivering Special Education: Statistics and Trends	ED 340 154	EC
Delivery Systems for Distance Education	ED 304 111	IR
Demand and Supply of Minority Teachers	ED 316 546	SP
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	RC
Department Chair: New Roles, Responsibilities and Challenges, The	ED 363 165	HE
Describing the Non-Liberal Arts Community College Curriculum	ED 358 894	JC
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	JC
Desegregation as an Equal Educational Opportunity Strategy for Hispanics	No ED#	UD
Deteriorating School Facilities and Student Learning	ED 356 564	EA

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Deterrents to Participation in Adult Education	ED 275 889	CE
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	EC
Developing Homework Policies	ED 256 473	PS
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	EC
Developing Leadership in Gifted Youth	ED 321 490	EC
Developing Learning Outcomes for Gifted Students	ED 352 775	EC
Developing Metacognition	ED 327 218	IR
Developing Native Language Literacy in Language Minority Adult Learners	ED 358 747	FL/LE
Developing Non-Biased Criteria for Mainstreaming Minority Students	No ED#	UD
Developing Programs for Students of High Ability	ED 334 806	EC
Developing Programs for the Gifted and Talented	ED 262 520	EC
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	EC
Developing Supplemental Funding: Initiatives for Rural and Small Schools	ED 357 910	RC
Developing Teachers' Leadership Skills	ED 330 691	SP
Developing Tomorrow's Teachers of World Languages	ED 350 880	FL
Development of Social Competence in Children, The	ED 281 610	PS
Development Officer in Higher Education. Toward an Understanding of the Role, The	ED 382 106	HE
Developmentally Appropriate Programs	ED 356 101	PS
Dialect Differences and Testing	ED 323 813	FL
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	FL
Dialogue Journals	ED 284 276	CS
Dialogue Journals: Interactive Writing to Develop Language and Literacy	ED 354 789	FL/LE
Different Types of ESL Programs	ED 289 360	FL
Differentiating Between Counseling Theory and Process	ED 347 485	CG
Differentiating Curriculum for Gifted Students	ED 342 175	EC
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	RC
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	RC
Directory of Organizations and Programs in Rural Education, A	ED 273 423	RC
Disabilities: An Overview	ED 291 203	EC
Disciplinary Exclusion of Special Education Students	ED 295 397	EC
Discovering Interests and Talents Through Summer Experiences	ED 321 496	EC
Discovering Mathematical Talent	ED 321 487	EC
Dismissing Incompetent Teachers	ED 259 448	EA
Displaced Homemakers	No ED#	CG
Displaced Workers	ED 240 394	CE
Dispositions as Educational Goals	ED 363 454	PS
Distance Education	ED 259 214	CE
Distance Education and the Changing Role of the Library Media Specialist	ED 327 221	IR
Divorce and One-Parent Counseling	No ED#	CG
Does Early Intervention Help?	ED 295 399	EC
Doing Mathematics With Your Child	ED 372 967	SE
Doing Science With Your Children	ED 372 952	SE
Down Syndrome	ED 304 819	EC
Dropout Intervention and Language Minority Youth	ED 379 951	FL
Dropout Prevention	ED 282 347	EA
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity	ED 388 492	RC
Dropout's Perspective on Leaving School, The	ED 291 015	CG
Drug Abuse: Prevention Strategies for Schools	ED 279 644	SP
Drug and Alcohol Prevention Education	ED 330 675	SP
Drug Testing (1988)	ED 307 656	EA
Drug Testing (Revised) (1990)	ED 316 957	EA
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	PS
Early Childhood Programs for Language Minority Students	ED 355 836	FL
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	EC
Earth Systems Education	ED 359 049	SE
Eating Disorders: Counseling Issues	ED 260 367	CG
Economic Support for Education in Rural School Districts	ED 308 059	RC
Economics in the Curriculum	ED 296 949	SO
Economics of Information in Education	ED 253 255	IR
Educating ESL Students for Citizenship in a Democratic Society	ED 377 138	SO

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Educating Exceptional Children	ED 317 007	EC
Educating Homeless Children	ED 308 276	UD
Educating Language-Minority Children	ED 317 273	PS
Educating Part-Time Adult Learners in Transition	ED 360 946	HE
Educating the Consumer about Advertising: Some Issues	ED 332 255	CS
Education and Economic Development	ED 293 207	EA
Education and Employment	ED 268 303	CE
Education-Business Partnerships: Scientific Work Experience Programs	ED 359 045	SE
Education for High-Technology Jobs	ED 259 207	CE
Education for Homeless Adults	ED 358 376	CE
Education for Tomorrow's Vocational Teachers	ED 289 998	CE
Education on the U.S. Constitution	ED 285 801	SO
Educational Accountability	ED 286 551	JC
Educational Measurement Productivity	No ED#	TM
Educational Reform and the School Counselor	ED 347 491	CG
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	EC
Educational Technology and Distance Education	ED 232 617	IR
Educational Testing for Migrant Students	ED 287 654	RC
Effective and Ethical Recruitment of Vocational Education Students	ED 282 092	CE
Effective Group Counseling	ED 366 856	CG
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	EC
Effective Practices for Preparing Young Children with Disabilities for School	ED 358 675	EC
Effective Schools Research and Vocational Education	ED 252 693	CE
Effective Use of Student Journal Writing	ED 378 587	CS
Effects of Career Education on Student Achievement and Retention	ED 252 693	CE
Effects of Corporate Involvement in Education, The	ED 248 242	SP
Effects of Homogeneous Groupings in Mathematics, The	ED 359 065	SE
Efficiency, Equity, and Local Control—School Finance in Texas	ED 357 130	UD
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	RC
Eight Approaches to Language Teaching	ED 277 280	FL
El Método Llamado Proyecto (The Project Approach)	ED 380 238	PS
Elderly Parents and Adult Children as Caregivers	ED 279 993	CG
Electronic Networking	ED 278 417	IR
Electronic Networks	ED 254 211	IR
Electronic Portfolios: A New Idea in Assessment	IR 017 594	IR
Elementary School Foreign Language Programs	ED 309 652	FL
Emergency Teacher Certification	ED 248 244	SP
Emerging Issues in State-Level School Finance	ED 324 777	EA
Emerging Role of the Community College Counselor, The	ED 315 707	CG
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	RC
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	HE
Emotional Disturbances	ED 295 398	EC
Employability—The Fifth Basic Skill	ED 325 659	CE
Employer-Sponsored Training	ED 237 805	CE
Employers' Expectations of Vocational Education, (# 34) [Part of a Collection]	ED 252 693	CE
Employers' Expectations of Vocational Education, (# 90)	ED 312 454	CE
Employers' Expectations of Vocational Education, (#149)	ED 376 273	CE
Employment and Older Adults	ED 237 806	CE
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	EC
Empowering Young Black Males	ED 341 887	CG
Empowerment for Later Life	ED 328 828	CG
Encouraging Writing Achievement: Writing Across the Curriculum	ED 327 879	CS
Encouraging Young Children's Writing	ED 327 312	PS
Energy	ED 237 794	CE
Energy Conservation in Small Schools	ED 261 818	RC
English as a Second Language in Volunteer-Based Programs	ED 385 172	FL/LE
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	FL
English Plus	ED 350 884	FL
Enhancing a College's Fund-Raising Ability	ED 308 799	HE
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	IR

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Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process	ED 368 321	HE
Enriching the Compensatory Education Curriculum for Disadvantaged Students	ED 319 876	UD
Enrollment Management	ED 286 558	JC
Environmental Education for a Sustainable Future	ED 320 765	SE
Environmental Education for Adult Learners	ED 335 239	SE
Environmental Education Program Evaluation	No ED#	SE
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	SE
Environmental Literacy	ED 351 201	SE
Environmental Studies and Environmental Careers	ED 359 064	SE
Equal Mathematics Education for Female Students	ED 344 977	UD
ERIC/AE Test Locator Service, The.	ED 385 604	TM
ERIC as a Resource for the Teacher Researcher	ED 381 530	SP
ERIC and the Adult Education Act—25 Years of Collaboration	ED 329 807	CE
ERIC Basics: How to Use ERIC to Search Your Special Education Topic	ED 363 052	EC
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses	ED 363 053	EC
ERIC/CAPS—Expanding Counselor Choices	ED 347 473	CG
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	EA
ERIC for Practitioners	ED 270 101	IR
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	RC
ERIC on CD-ROM: Update (May 1988)	ED 300 031	IR
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	IR
ERIC: Outdoor Education Resources	No ED#	RC
Escalating Kindergarten Curriculum	ED 308 989	PS
ESL and Bilingual Program Models	ED 362 072	FL
ESL in Special Education	ED 303 044	FL
ESL Instruction for Learning Disabled Adults	ED 379 966	FL/LE
ESL Instruction in Adult Education: Findings from a National Evaluation	ED 385 171	FL/LE
ESL Literacy for a Linguistic Minority: The Deaf Experience	ED 353 861	FL/LE
ESL Population and Program Patterns in Community Colleges	ED 353 022	JC
ESL Program Administration in Higher Education	ED 303 045	FL
ESL Teacher Certification	ED 276 306	FL
ESL Teacher Education	ED 289 361	FL
ESL Through Content-Area Instruction	ED 296 572	FL
Essential Elements of Cooperative Learning in the Classroom, The	ED 370 881	SO
Essentials of Law-Related Education	SO 025 722	SO
Establishing an Outdoor Education Organization	ED 286 701	RC
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	RC
Estimating Literacy in the Multilingual United States: Issues and Concerns	ED 372 664	FL/LE
Ethical and Legal Dimensions of Supervision	ED 372 349	CG
Ethical and Legal Issues in School Counseling	ED 315 709	CG
Ethical Practice in Adult Education	ED 338 897	CE
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	SP
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	FL/LE
Evaluating Criterion-Referenced Tests	ED 284 911	TM
Evaluating Educational Programs	ED 324 766	EA
Evaluating Principals	ED 330 064	EA
Evaluating Student Writing: Methods and Measurement	ED 315 785	CS
Evaluating Workplace ESL Instructional Programs	ED 386 961	FL/LE
Evaluating Workshop and Institutes	ED 315 427	TM
Evaluation of Gifted Programs	No ED#	TM
Evaluation of Programs for the Gifted and Talented	ED 262 510	EC
Evaluation of Student Teachers	ED 278 658	SP
Evaluation of Teachers, The	ED 278 657	SP
Evaluation Strategies for Vocational Program Redesign	ED 305 497	CE
Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	RC
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	IR
Exemplary Career Development Programs & Practices: The Best from Canada	ED 382 900	CG
Exercise Adherence	ED 330 676	SP
Experiential Education	ED 237 789	CE
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	RC

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Explaining Test Results to Parents	ED 302 559	TM
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	FL
Exploring Alternatives to Consolidation	ED 296 817	RC
Expressive Arts in Counseling, The	ED 350 528	CG
Extended School Year (ESY)	ED 321 503	EC
Extending the School Year and Day	ED 259 450	EA
Facilitating Certification and Professional Development for Small Schools	ED 260 884	RC
Facilitating Postsecondary Outcomes for Mexican Americans	ED 372 903	RC
Facilitative Leadership	ED 381 851	EA
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	HE
Faculty Consulting and Supplemental Income	ED 284 521	HE
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	HE
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	HE
Faculty Job Satisfaction: Women and Minorities in Peril	ED 355 859	HE
Faculty Participation in Decision Making	ED 284 520	HE
Family and Intergenerational Literacy	ED 334 467	CE
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	FL
Family-Career Connection, The	ED 268 305	CE
Family Caregiving	ED 328 826	CG
Family Counseling in the Schools	ED 347 482	CG
Family Influences on Employment and Education	ED 272 702	CE
Family Involvement in Early Multicultural Learning	ED 380 240	PS
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	RC
Fax for Library Services	ED 341 407	IR
Federal Resources for Special Education	No ED#	EC
Females and Mathematics	No ED#	SE
Field Instruction in School Settings	ED 259 935	SE
Field of Educational Technology, The: A Dozen Frequently Asked Questions (April 1983)	ED 232 616	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (December 1993)	ED 366 330	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (September 1995)	ED 387 117	IR
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	RC
Financial Equity in Schools	ED 350 717	EA
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 675	RC
Finding Funding for Environmental Education Efforts	ED 359 067	SE
Finding Information About Standardized Tests	ED 302 557	TM
Finding Information About Tests	ED 286 941	TM
Finding Non-Commercial Tests	ED 315 428	TM
Finding What You Need in ERIC	ED 253 459	SO
First-Generation College Students	ED 351 079	JC
Fiscal Policy Issues and School Reform	ED 321 342	EA
Five Common Misuses of Tests	ED 315 429	TM
Five Key Issues in School Restructuring	ED 344 329	EA
Flexibility in Academic Staffing	ED 284 523	HE
Flexible Work Schedules	ED 321 157	CE
Foreign Language and International Studies High Schools	ED 276 307	FL
Foreign Language Careers: Translation. Q & A	ED 232 484	FL
Foreign Language Immersion Programs	ED 363 141	FL
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	FL
Foreign Language Learning and Children: The Parental Role	ED 289 366	FL
Foreign Language Learning: An Early Start	ED 328 083	FL
Foreign Language Organizations	No ED#	FL
Foreign Language Program Articulation from High School to the University	ED 321 586	FL
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	FL
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	FL
Foreign Language Requirements and Students with Learning Disabilities	ED 355 834	FL
Foreign Language Teacher Certification	ED 276 302	FL
Foreign Language Teacher Education—1987 Update	ED 289 362	FL
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	FL
Foreign Languages and International Business	ED 347 851	FL
Forging Partnerships between Mexican American Parents and the Schools	ED 388 489	RC

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	EC
Fostering Academic Creativity in Gifted Students	ED 321 489	EC
Fostering Cognitive Development in College Students—The Perry and Toulmin Models	ED 284 272	CS
Fostering Counselors' Development in Group Supervision	ED 372 351	CG
Fostering Peer Acceptance of Handicapped Students	ED 262 498	EC
Fostering Resilience in Children	ED 386 327	PS
Fostering Second Language Development in Young Children	ED 386 950	FL
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	EC
Four-Year Olds and Public Schooling	ED 325 204	PS
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	EC
Freirean Approach to Adult Literacy Education, The	ED 321 615	FL
From Theory to Practice: Classroom Application of Outcome-Based Education	ED 377 512	CS
Fruit Bats, Cats, and Naked Mole Rates: Lifelong Learning at the Zoo	ED 372 966	SE
Full-Day Kindergarten Programs	ED 382 410	PS
Full-Day or Half-Day Kindergarten?	ED 256 474	PS
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	EC
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	RC
Funds of Knowledge: Learning from Language Minority Households	ED 367 146	FL
Future Learning: Distance Education in Community Colleges	ED 385 311	JC
Future of Family Life, The	ED 237 801	CE
Gaining Control of Violence in the Schools: A View from the Field	ED 377 256	UD
Gangs	ED 321 419	EA
Gangs in the Schools	ED 372 175	UD
GED Testing Program, The	ED 314 430	TM
Gender Bias and Fairness	ED 328 610	TM
Gender Issues in Supervision	ED 372 345	CG
General Education and the Community College	ED 304 196	JC
General Education in Community Colleges	ED 362 253	JC
Geography in History: A Necessary Connection in the School Curriculum	ED 360 220	SO
Getting Serious About Sexual Harassment	ED 347 699	EA
Gifted and Talented	ED 237 791	CE
Gifted and Talented Handicapped, The	ED 262 522	EC
Gifted and Talented Students: An Overview	ED 287 257	EC
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	EC
Gifted Learners and the Middle School: Problem or Promise?	ED 386 832	EC
Gifted Readers and Reading Instruction	ED 379 637	CS
Giftedness and Learning Disabilities	No ED#	EC
Giftedness and the Gifted: What's It All About?	ED 321 481	EC
Global Issues and Environmental Education	ED 359 051	SE
Glossary of Measurement Terms	ED 315 430	TM
Goals 2000 and World-Class Standards on the Internet	ED 385 610	TM
Good Supervisor, The	ED 372 350	CG
Grade Retention and Promotion	ED 267 899	PS
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	EA
Grade Retention: Making the Decision	ED 304 498	UD
Grading Students	TM 024 739	TM
Granting Academic Credit for Vocational Education	ED 275 887	CE
Growing Old in America: Learning English Literacy in the Later Years	ED 367 197	FL/LE
Growing Role of Japan in International Politics and Economics, The	ED 365 562	SO/JS
Guia Para Ver La Televisión En Familia (Guidelines for Family Television Viewing)	ED 380 236	PS
Guidance—The Heart of Education: Three Exemplary Approaches	ED 328 829	CG
Guidelines for Computer-Assisted Reading Instruction	ED 352 630	CS
Guidelines for Family Television Viewing	ED 320 662	PS
Guidelines for Starting an Elementary School Foreign Language Program	ED 383 227	FL
Guidelines for Working with Adult Learners (1982)	ED 237 811	CE
Guidelines for Working with Adult Learners (1988)	ED 299 456	CE
Guidelines for Working with Adult Learners (1994)	ED 377 313	CE
Guiding the Gifted Reader	ED 321 486	EC
Handwriting Instruction: What Do We Know?	ED 272 923	CS
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	PS

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	ED Number	(CH)
Head Start Experience, The	ED 327 313	PS
Health Care, Nutrition, and Goal One	ED 356 102	PS
Health Communication in the 90's	ED 347 608	CS
Health Education: Classroom and Program Resources	No ED#	SP
Health Problems Among Migrant Farmworkers' Children in the U.S.	ED 357 907	RC
Helping Adolescents Adjust to Giftedness	ED 321 494	EC
Helping At-Risk Youth Make the School-to-Work Transition	ED 321 158	CE
Helping Children Cope With Divorce: The School Counselor's Role	ED 279 992	CG
Helping Children Overcome Reading Difficulties	ED 344 190	CS
Helping Children Understand Literary Genres	ED 366 985	CS
Helping Gifted Students with Stress Management	ED 321 493	EC
Helping Hispanic Students to Complete High School and Enter College	ED 252 637	UD
Helping Low-Achieving Students in Mathematics	No ED#	SE
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	HE
Helping Minority Students with Nontraditional Skills Enter and Complete College	ED 234 104	UD
Helping Young Urban Parents Educate Themselves and Their Children	ED 355 314	UD
Helping Your Highly Gifted Child	ED 321 482	EC
Heritage Education in the Social Studies	ED 300 336	SO
"High Risk" Students and Higher Education: Future Trends	ED 325 033	HE
High School Government Textbooks	ED 301 532	SO
High School Graduates In Entry Level Jobs—What Do Employers Want?	ED 293 972	UD
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	HE
High School-Community College Collaboration	ED 286 559	JC
High-Risk Secondary Student and Experiential, Competency-Based Education, The	No ED#	UD
Higher Education for Handicapped Students	No ED#	EC
Higher Order Thinking Skills in Vocational Education	ED 350 487	CE
Highly Mobile Students: Educational Problems and Possible Solutions	ED 338 745	UD
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	RC
Hispanic Culture and Literature: An Overview	ED 288 667	RC
Hispanic Education in America: Separate and Unequal	ED 316 616	UD
Hispanic Parent Involvement in Early Childhood Programs	ED 382 412	PS
Hispanics and Employment	ED 234 102	UD
Hispanics in Higher Education: Trends in Participation	ED 357 911	RC
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	RC
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	EC
Home Schooling (1986)	ED 282 348	EA
Home Schooling (1995)	ED 381 849	EA
Home Schooling and Socialization of Children	ED 372 460	CS
Homeless Children: Meeting the Educational Challenges	ED 356 099	PS
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	PS
How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	EC
How Can We Teach Critical Thinking?	ED 326 304	PS
How Children Develop Racial Awareness	ED 232 761	PS
How College Learning Specialists Can Help College Students	ED 334 571	CS
How Do Teachers Communicate?	ED 297 002	SP
How Effective Communication Can Enhance Teaching at the College Level	ED 380 847	CS
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	FL
How Parents Can Support Gifted Children	ED 352 776	EC
How to Find Good Computer Software in English and Language Arts	ED 250 692	CS
How to Make School Desegregation Work—Some Advice from the Research [Part of a Collection]	ED 209 407	UD
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	SO
How to "Read" Television: Teaching Students to View TV Critically	ED 318 039	CS
How Well Do Tests Measure Real Reading?	ED 306 552	CS
Human Performance Technology	ED 296 122	CE
Human Resource Development: An Introduction	ED 240 398	CE
Humanities in the English Classroom	ED 269 809	CS
Hypertext: Behind the Hype	ED 308 882	IR
Ideas for Integrating Japan into the Curriculum	ED 377 121	SO
Identification of the Gifted and Talented	ED 262 523	EC
Identifying and Serving Recent Immigrant Children Who Are Gifted	ED 358 676	EC

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	ED Number	(CH)
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	RC
Identifying Potential Dropouts	ED 339 092	EA
IEP Review, The	No ED#	EC
Impact of Educational Reform on Science Education, The	ED 320 764	SE
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	IR
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	RC
Impact of School Library Media Centers on Academic Achievement, The	ED 372 759	IR
Impact of Vocational Education on Racial and Ethnic Minorities, The	ED 386 514	UD
Imperative for Educational Reform: Implications for Special Education	ED 262 504	EC
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	PS
Implementing Effective LRE Programs	ED 233 928	SO
Implementing Information Power	ED 308 857	IR
Implementing Middle School Foreign Language Programs	ED 333 714	FL
Implementing the Multiage Classroom	ED 381 869	EA
Implications of Research on Displaced Workers	ED 305 493	CE
Importance of [ERIC] for Health and Physical Education Teacher Candidates, The	ED 277 654	SP
Importance of [ERIC] for Teacher Candidates	ED 277 655	SP
Improvement in Geography Education	ED 264 164	SO
Improving Academic Advising at the Community College	ED 320 647	JC
Improving Basic Skills of Vocational Education Students	ED 292 973	CE
Improving Chapter 1 Delivery	ED 292 940	UD
Improving Evaluation in Experiential Education	ED 376 998	RC
Improving Schooling to Reduce Teenage Pregnancy	ED 269 517	UD
Improving Student Retention in Community Colleges	ED 276 493	JC
Improving Teacher Evaluations	ED 315 431	TM
Improving the Mathematical Skills of Low Achievers	ED 237 584	UD
Improving the Performance of the Hispanic Community College Student	ED 358 907	JC
Improving the Quality of Student Notes	ED 366 645	TM
Improving the School Experience for Gay, Lesbian, and Bisexual Students	ED 377 257	UD
Improving the School-Home Connection for Low-Income Urban Parents	ED 293 973	UD
Improving the Science and Mathematics Achievement of Mexican American Students Through Culturally Relevant Science	ED 296 819	RC
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	SO
Improving Urban Education with Magnet Schools	ED 340 813	UD
Improving Writing Skills Through Social Studies	ED 285 829	SO
Improving Your Test-Taking Skills	ED 302 558	TM
In the Shadow of Baccalaureate Institutions	ED 348 129	JC
Including Students with Disabilities in General Education Classrooms	ED 358 677	EC
Inclusive Adult Learning Environments	ED 385 779	CE
Incorporating Dialect Study into the Language Arts Class	ED 318 231	FL
Incorporating Humanities Instruction in Vocational Programs	ED 353 005	JC
Increasing Comprehension by Activating Prior Knowledge	ED 328 885	CS
Increasing Minority Participation in the Teaching Profession	ED 270 527	UD
Increasing Science Achievement for Disadvantaged Students	ED 253 623	UD
Increasing the School Involvement of Hispanic Parents	ED 350 380	UD
Indicators of Institutional Effectiveness	ED 385 310	JC
Individualized Career Plan Models	ED 292 975	CE
Individualized Education Program	No ED#	EC
Infant Child Care	ED 333 963	PS
Infant Day Care: The Critical Issues	ED 301 362	PS
Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience, The	ED 386 242	JC
Influence of Reform on Inservice Teacher Education, The	ED 322 147	SP
Information Literacy for Lifelong Learning	ED 358 870	IR
Information Literacy in an Information Society	ED 372 756	IR
Information Skills for an Information Society: A Review of Research	ED 327 216	IR
Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	IR
Innovative Programs and Promising Practices in Adult ESL Literacy	ED 358 748	FL/LE
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education	ED 358 811	HE
Institutional Distinctiveness: The Next Item on the Community College Agenda	ED 304 197	JC
Institutionalization of Planned Change in Schools, The	No ED#	SP

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	ED Number	(CH)
Instruction in Awareness of Environmental Issues	ED 259 940	SE
Instructional Conversations	ED 347 850	FL
Instructional Conversations in Native American Classrooms	ED 376 733	FL
Instructional Development for Distance Education	ED 351 007	IR
Instructional Role of the Two-Year College Learning Resources Center, The	ED 304 195	JC
Instructional Strategies for Migrant Students	ED 388 491	RC
Instructionally Effective Schools [Part of a Collection]	ED 209 407	UD
Integrate, Don't Isolate! - Computers in the Early Childhood Curriculum	ED 376 991	PS
Integrated Curriculum in the Middle School	ED 351 095	PS
Integrated Library Systems	ED 381 179	IR
Integrated Services: A Summary for Rural Educators	ED 357 906	RC
Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future	ED 354 283	UD
Integrating Academic and Vocational Education: Strategies for Implementation	ED 346 317	CE
Integrating Children with Disabilities into Preschool	ED 369 581	PS
Integrating Foreign Language and Content Instruction in Grades K-8	ED 381 018	FL
Integrating Language and Culture in Middle School American History Classes	ED 367 145	FL
Integrating Literature into Middle School Reading Classrooms	ED 316 853	CS
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	RC
Integrating Reading and Writing into Adult ESL Instruction	ED 358 749	FL/LE
Integrating Science and Math in Vocational Education	ED 355 456	CE
Integrating Students with Severe Disabilities	ED 321 501	EC
Integrating Testing with Teaching	ED 315 432	TM
Integrating the Language Arts	ED 263 627	CS
Integrating Writing and Social Studies, K-6	ED 232 902	SO
Integrative Education	EA 026 954	EA
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	RC
Interactive Multimedia Computer Systems	ED 340 388	IR
Interactive Video for Special Education	ED 287 260	EC
Interactive Video in Vocational Education	ED 268 304	CE
Interactive Videodisc in Vocational Education	ED 325 660	CE
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	IR
Interagency Collaboration: Its Role in Welfare Reform	ED 347 405	CE
Interdisciplinary Environmental Education	No ED#	SE
Integrated Services: New Roles for Schools, New Challenges for Teacher Education	ED 355 197	SP
International Association for the Evaluation of Educational Achievement, The	ED 328 604	TM
International Literacy Year	ED 321 620	FL/LE
Internationalizing the Community College: Examples of Success	ED 321 833	JC
Internationalizing the University Career Center	ED 341 889	CG
Internet and Early Childhood Educators: Some Frequently Asked Questions, The	ED 382 409	PS
Internet Basics	ED 348 054	IR
Internet Basics: Update 1996	IR 055 852	IR
Internet for Language Teachers	ED 376 734	FL
Internet Resources for Community College	ED 385 326	JC
Internships and Reflective Practice: Informing the Workplace, Informing the Academy	CS 214 499	CS
Interpersonal Process Recall	ED 372 342	CG
Interpreting Test Scores for Compensatory Education	ED 314 428	TM
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, An	ED 372 757	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, Update 1996, An	IR 017 606	IR
Introduction to Internet Resources for K-12 Educators, Part II: Question Answering, Listservs, Discussion Groups	ED 372 758	IR
Introduction to Internet Resources for K-12 Educators, An Part II: Question Answering Listservs, Discussion Groups, Update 1996	IR 017 607	IR
Invented Spelling and Spelling Development	ED 272 922	CS
Invitational Learning for Counseling and Development	ED 315 702	CG
Involving At-Risk Families in Their Children's Education	ED 326 925	EA
Involving Parents in the Education of Their Children	ED 308 988	PS
Issue: Adult Literacy Assessment, The	ED 310 369	CS

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Issues Affecting High School Literature Programs	ED 270 783	CS
Issues and Trends in Career Planning and Placement	ED 304 629	CG
Issues in ESEA Title VII Bilingual Education	No ED#	UD
Issues in Multicultural Counseling	ED 279 995	CG
Issues in Test Bias	No ED#	TM
Item Bias Review	TM 024 741	TM
Japan's Relations With its Asian Neighbors	ED 365 564	SO/JS
Japanese Education	ED 359 086	SO/JS
Japanese-U.S. Economic Relations	ED 365 563	SO/JS
Job Satisfaction Among Community College Faculty	ED 296 765	JC
Job Search Methods	ED 346 318	CE
Job Search Skills for the Current Economy	ED 376 274	CE
Job-Related Basic Skills (#42) (1985)	ED 259 212	CE
Job-Related Basic Skills (#94) (1990)	ED 318 912	CE
Jobs of the Future (1985)	ED 259 216	CE
Jobs in the Future (1990)	ED 318 913	CE
Juvenile Corrections and the Exceptional Student	ED 340 153	EC
Keeping Track of At Risk Students	ED 285 961	UD
Knowledge Base for Teaching, The	ED 330 677	SP
La Disciplina Positiva (Positive Discipline)	ED 380 237	PS
La Evaluación del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers)	ED 380 239	PS
Labeling Courses and Students	ED 273 337	JC
Labor Market Information and Career Decision Making	ED 305 496	CE
Labor Studies in the Curriculum	ED 309 132	SO
Language Across the Curriculum	ED 250 699	CS
Language and Literacy Education for Southeast Asian Refugees	ED 365 170	FL/LE
Language Aptitude Reconsidered	ED 318 226	FL
Language Diversity and Language Arts.	ED 384 072	CS
Language Experience Approach and Adult Learners, The	ED 350 887	FL/LE
Language Learning Strategies: An Update	ED 376 707	FL
Language Policy and Planning	ED 303 051	FL
Large Scale Writing Assessment	ED 250 691	CS
Lasting Benefits of Preschool Programs	ED 365 478	PS
Latchkey Children	ED 290 575	PS
Latchkey Children and School-Age Child Care	ED 301 360	PS
Latin American Studies	ED 264 161	SO
Law-Related Education in Elementary and Secondary Schools	ED 296 948	SO
Leadership	ED 268 063	SO
Leadership Compass Values and Ethics in Higher Education	ED 350 970	HE
Leadership for School Culture	ED 370 198	EA
Leadership in Civic Education	ED 351 270	SO
Leadership in Higher Education	ED 301 144	HE
Leadership Skills Among the Gifted and Talented	ED 262 511	EC
Learner Assessment in Adult ESL Literacy	ED 353 863	FL/LE
Learner-Centered Worker Education Program, A	ED 334 872	FL/LE
Learning About Tasks Computers Can Perform	ED 380 280	SE
Learning Activities for Environmental Education	No ED#	SE
Learning Centers for the 1990's	ED 338 295	JC
Learning Disabilities, [#407]	ED 291 204	EC
Learning Disabilities, [#E516]	ED 352 779	EC
Learning Disabilities: Glossary of Some Important Terms [#E517]	ED 352 780	EC
Learning in The Environment	No ED#	SE
Learning Management	ED 296 121	CE
Learning of Mathematics, The	ED 265 050	SE
Learning Related Visual Problems	ED 309 582	EC
Learning Styles	ED 301 143	HE
Learning Styles Counseling	ED 341 890	CG
Learning the New Basics Through Vocational Education [Part of a Collection]	ED 252 693	CE
Least Restrictive Environment	No ED#	EC

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	ED Number	(CH)
Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	SP
Legal Issues in Minimum Competency Testing	ED 286 942	TM
Legal Issues in Testing	ED 289 884	TM
Leisure Education	No ED#	EC
Lesson Structure: Research to Practice	ED 291 206	EC
Liberal Arts at the Community College	ED 351 091	JC
Libraries and the Internet	ED 377 880	IR
Libraries for the National Education Goals	ED 345 753	IR
Library and Information Services for Productivity	ED 327 220	IR
Library and the Latchkey, The	ED 331 512	IR
Library Censorship	ED 264 165	SO
Library Latchkey Children	ED 343 687	PS
Library Services for Mexican Americans: Problems and Solutions	No ED#	RC
Library Support Staff in an Age of Change: Utilization, Role Definition, and Status	ED 382 197	IR
Life Cycles and Career Development: New Models	ED 346 316	CE
Life and Work in a Technological Society	ED 368 892	CE
Life Skills Mastery for Students with Special Needs	ED 321 502	EC
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	FL
Linguistic Diversity in the United States: English Plus and Official English	ED 356 686	FL/LE
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	SE
Linking Law-Related Education To Reducing Violence By and Against Youth	ED 387 431	SO
Linking Schools with Human Service Agencies	ED 319 877	UD
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	FL/LE
Listening: Are We Teaching It, and If So, How?	ED 295 132	CS
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	RC
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	FL/LE
Literature as Lessons on the Diversity of Culture	ED 306 602	CS
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	FL
Local Area Networks for K-12 Schools	ED 389 277	IR
Locating and Selecting Information: A Guide for Adult Educators	ED 325 657	CE
Locating Education and Literacy Statistics	ED 363 796	CE
Locating Job Information	ED 308 398	CE
Locating Nonprint Materials in Adult, Career, and Vocational Education	ED 377 312	CE
Locating Practice-Oriented Materials in ERIC	ED 331 827	SP
Locating the "E" in S/T/S	No ED#	SE
Locating Vocational Education Curricula	ED 318 915	CE
Look at National and International Environmental Education Conferences, A	No ED#	SE
Magnet Schools	ED 293 225	EA
Mainstreaming	No ED#	EC
Maintaining Foreign Language Skills	ED 296 573	FL
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	RC
Making Mathematical Connections in High School	ED 380 310	SE
Making Mathematical Connections in Middle School	ED 380 309	SE
Making Mathematical Connections in the Early Grades	ED 380 308	SE
Making Schools More Responsive to At-Risk Students	ED 316 617	UD
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	HE
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation	ED 368 255	HE
Making the A: How To Study for Tests	ED 385 613	TM
Making the Grade: Teacher Education's Role in Achieving the National Education Goals	ED 358 069	SP
Managing Computer Software Collections	ED 254 213	IR
Managing Disruptive Student Behavior in Adult Basic Education	ED 272 700	CE
Managing Inappropriate Behavior in the Classroom	No ED#	EC
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults	ED 321 155	CE
Managing Youth Programs: A Critical Gap in the Research	ED 344 978	UD
Mandatory Continuing Education	ED 376 275	CE
Marine and Aquatic Education	No ED#	SE
Marketeer: New Role for Career and Placement Specialists	ED 304 633	CG
Marketing Yourself as a Professional Counselor	ED 347 492	CG
Mass Communication	ED 339 074	CS
Master's Degree, The	ED 301 140	HE

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	ED Number	(CH)
Mathematics Learning in the Elementary School	ED 294 719	SE
Mathematics Learning in the Secondary School	ED 297 935	SE
Mathematics Teacher Supply and Demand	No ED#	SE
Measurement Implications of "A Nation at Risk"	ED 286 943	TM
Measuring Aptitude	ED 328 608	TM
Measuring Kindergartners' Social Competence	ED 327 314	PS
Measuring Student Outcomes Through the Associate Degree	ED 269 116	JC
Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	TM
Measuring the Nation's Literacy: Important Considerations	ED 334 870	FL/LE
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education	ED 383 278	HE
Media Ethics: Some Specific Problems	ED 314 802	CS
Media's Role in Political Campaigns	ED 346 527	CS
Mediation in the Schools	ED 378 108	SO
Meeting National Goals for 2000 and Beyond in Mathematics Education	ED 335 210	SE
Meeting National Goals for 2000 and Beyond in Science Education	No ED#	SE
Meeting the Educational Needs of Southeast Asian Children	ED 328 644	UD
Meeting the Goals of School Completion	ED 334 309	UD
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	HE
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	EC
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	EC
Meeting the Special Needs of Drug-Affected Children	ED 321 424	EA
Meeting Youth Needs with Community Programs	ED 356 291	UD
Mental Retardation (1986)	ED 287 258	EC
Mental Retardation (1994)	ED 372 593	EC
Mentor Relationships and Gifted Learners	ED 321 491	EC
Mentoring of Disadvantaged Youth, The	ED 306 326	UD
Mentorships for the Gifted and Talented	ED 262 512	EC
Merit Pay	No ED#	SP
Merit Pay for Teachers	ED 259 453	EA
Meta-Analysis in Educational Research	ED 339 748	TM
Meta-Analysis Research on Science Instruction	ED 259 939	SE
Metacognition and Reading to Learn	ED 376 427	CS
Metacomprehension	ED 250 670	CS
Methods of Securing Alternative Funding for Community Colleges	ED 286 552	JC
Mexican American Special Education	ED 287 656	RC
Mexican American Women: Schooling, Work, and Family	ED 388 490	RC
Mexican Americans In Higher Education	No ED#	RC
Mexican Immigrants in High Schools: Meeting Their Needs	ED 357 905	RC
Microcomputer Courseware Evaluation Sources	ED 270 102	IR
Microcomputer Software and the Social Studies	ED 232 913	SO
Microcomputers and Mathematics Instruction	No ED#	SE
Microcomputers and Science Teaching	No ED#	SE
Microcomputers and Young Children	ED 327 295	PS
Microcomputers in Educational Settings: Data for Searches	No ED#	SE
Microcomputers in the School Office	ED 259 451	EA
Microcomputers in the Science Classroom	ED 309 050	SE
Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students	ED 242 801	UD
Microcomputers: Some Basic Resources	ED 233 711	IR
Middle Level Education in Rural America	ED 385 426	RC
Middle School Education: The Critical Link in Dropout Prevention	ED 311 148	UD
Migrant Education: A Quick Look at ERIC	ED 259 872	RC
Migrant Farmworkers and their Children	ED 376 997	RC
Migrant Parents Can Evaluate Education	No ED#	RC
Migrant Student Record Transfer System (MSRTS): An Update, The	ED 357 909	RC
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	RC
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	RC
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	RC
Military Curriculum	ED 237 790	CE
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	EC
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	EC

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	ED Number	(CH)
Minibibliography on Computers: Special Education Management, A	No ED#	EC
Minibibliography on the Role of the Computer and the IEP, A	No ED#	EC
Minimum Competency Testing	ED 284 910	TM
Minimum Competency Testing and the Handicapped	ED 289 886	TM
Minority Groups and the Arts [Part of a Collection]	ED 209 407	UD
Misassignment of Teachers in the Public Schools	ED 279 634	SP
Missouri Comprehensive Guidance Model	ED 315 699	CG
Mixed-Age Groups in Early Childhood Education	ED 308 990	PS
Model Programs for Middle School Teacher Preparation	ED 338 593	SP
Models of Clinical Supervision	ED 372 340	CG
Montessori Programs in Public Schools	ED 348 165	PS
More Multiple-Choice Item Writing Do's and Don'ts	TM 024 738	TM
More Recent Literature on Urban and Minority Education	ED 306 328	UD
Motivating American Indian Students in Science and Math	ED 296 812	RC
Motivating American Indians into Graduate Studies	ED 286 703	RC
Motivating Teachers for Excellence	ED 259 449	EA
Motivating the Mexican American Student	ED 287 657	RC
Multi-Cultural Education and Mexican Americans	No ED#	RC
Multicultural Career Education and Development	ED 347 402	CE
Multicultural Counseling	ED 357 316	CG
Multicultural Education and the Exceptional Child	No ED#	EC
Multicultural Education for Exceptional Children	ED 333 620	EC
Multicultural Education in Elementary and Secondary Schools	ED 327 613	UD
Multicultural Issues in Supervision	ED 372 346	CG
Multicultural Mathematics: A More Inclusive Mathematics	ED 380 295	SE
Multidimensional Problem of Articulation and Transfer	ED 288 577	JC
Multiple Perspectives on the Quality of Early Childhood Programs	ED 355 041	PS
Multiplicities of Literacies in the 1990s	ED 320 138	CS
Museum Evaluation	No ED#	TM
Museums and Schools as Partners	ED 278 380	IR
Myths and Misconceptions About Second Language Learning	ED 350 885	FL
Myths and Realities about ERIC	ED 345 756	IR
Narratology, The Study of Story Structure	ED 250 698	CS
National and State Perspectives on Performance Assessment	ED 381 986	EC
National Assessment of Education Progress (NAEP)	ED 328 603	TM
National Assessments in Europe and Japan	ED 355 251	TM
National Board for Professional Teaching Standards	ED 304 444	SP
National Board for Professional Teaching Standards—Update	ED 351 336	SP
National Career Development Guidelines	ED 347 493	CG
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings	ED 256 725	SP
National Data for Studying Rural Education: Elementary and Secondary Education Applications	ED 383 518	RC
National Education Goals: Questions and Answers, The	ED 334 715	EA
National Geography Content Standards, The	ED 381 480	SO
National Information Infrastructure: Policy Trends and Issues	ED 368 324	IR
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	IR
National Research and Education Network (NREN): Update 1991, The	ED 340 390	IR
National Research Center on Student Learning	ED 338 704	TM
National Security in the Curriculum	ED 307 222	SO
National Standards for Civics and Government	ED 380 401	SO
National Standards for School Health Education	ED 387 483	SP
Nature of Children's Play, The	ED 307 967	PS
Nature of Economic Literacy	ED 284 823	SO
Nature of Geographic Literacy, The	ED 277 601	SO
Nature of Professional Development Schools, The	ED 316 548	SP
Need for Foreign Language Competence in the United States, The	ED 276 304	FL
Networking and Microcomputers	ED 253 256	IR
Networking: K-12	ED 354 903	IR
Neurological Assessment in Schools	ED 328 609	TM
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	IR

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	ED Number	(CH)
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	IR
New Access Points to ERIC: CD-ROM Versions	ED 283 533	IR
New Look at Literature Instruction, A	ED 334 595	CS
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles	ED 370 507	HE
New to the Ranks: Moving from the Military into Teaching	ED 370 937	SP
New Ways of Learning in the Workplace	ED 385 778	CE
Ninth Grade—A Precarious Time for the Potential Dropout, The	ED 284 922	UD
Nondiscriminatory Evaluation	No ED#	EC
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	PS
Nongraded Primary Education	ED 347 637	EA
Nontraditional College Students	ED 347 483	CG
Nontraditional Education in Rural Districts	ED 308 054	RC
Note-Taking: What Do We Know About the Benefits?	ED 300 805	CS
Not Just a Number: Critical Numeracy for Adults	ED 385 780	CE
Novice User and CD-ROM Database Services, The	ED 300 032	IR
Nurturing Giftedness in Young Children	ED 321 492	EC
Nurturing Social-Emotional Development of Gifted Children	ED 372 554	EC
Nutrition Programs for Children	ED 369 580	PS
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	HE
Older Adults: Counseling Issues	ED 260 363	CG
Older Language Learner, The	ED 287 313	FL
Older Worker Training: An Overview	ED 334 470	CE
On Being a Surrogate Parent	No ED#	EC
On Second Thought: Using New Cognitive Research in Vocational Education	ED 272 699	CE
On Standardized Testing	ED 338 445	PS
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	IR
Only Child, The	ED 256 475	PS
Open-Ended Questions in Reading	ED 355 253	TM
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1990)	ED 321 587	FL
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1992 Update)	ED 343 410	FL
Optical Disk Formats: A Briefing	ED 303 176	IR
Oral History in the Teaching of U.S. History	New Digest	SO
Oral Language Development across the /Curriculum, K-12	ED 389 029	CS
Organizations That Provide Test Information	No ED#	TM
Organized Labor Education and Training Programs	ED 259 213	CE
Organizing for Effective Reading Instruction	ED 369 034	CS
Organizing Institutional Research in the Community College	ED 320 648	JC
Out of the Fields and Into Computers	ED 259 873	RC
Outcome-Based Education	ED 363 914	EA
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	RC
Outdoor Education Activities for Elementary School Students	ED 260 873	RC
Outdoor Education and Troubled Youth	ED 385 425	RC
Outdoor Education for Behavior Disordered Students	ED 261 811	RC
Outdoor Education: A Directory of Organizations and Activities	No ED#	RC
Outdoor Education: Definition and Philosophy	ED 267 941	RC
Outdoor Programs for Gifted Children	No ED#	RC
Outreach and Retention in Adult ESL Literacy Programs	ED 383 241	FL/LE
Overcrowding in Urban Schools	ED 384 682	UD
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	SE
Overview of Self-Concept Theory for Counselors, An	ED 304 630	CG
Overview of the Six National Education Goals, An	ED 334 714	EA
Overview on Excellence [A Collection of Digests]	ED 252 693	CE
Parallel Process in Supervision	ED 372 347	CG
Parent Education and Support Programs	ED 320 661	PS
Parent, Family, and Community Involvement in the Middle Grades	ED 387 273	PS
Parent Involvement and Migrant Education	No ED#	RC
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	FL
Parent Involvement in Children's Academic Achievement	ED 261 313	CG
Parent Involvement in Elementary Language Arts: A Program Model	ED 326 901	CS
Parent Involvement in the Educational Process	ED 312 776	EA

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	ED Number	(CH)
Parent Participation and the Achievement of Disadvantaged Students	ED 259 040	UD
Parents and Schools	ED 269 137	PS
Parents and the School-to-Work Transition of Special Needs Youth	ED 363 798	CE
Parents of Gifted Children	ED 262 527	EC
Parents' Rights and Responsibilities	ED 262 499	EC
Parents' Role and Responsibilities in Indian Education	No ED#	RC
Parents' Role in Transition for Handicapped Youth	ED 282 093	CE
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	HE
Part-Time Instructors in Adult and Vocational Education	ED 363 797	CE
Part-Time Teachers in Adult and Vocational Education	ED 240 400	CE
Paying for College: Savings Plan vs. Prepayment	ED 308 797	HE
Peace and Nuclear War	ED 264 163	SO
Peer and Cross Age Teaching in Mainstream Classes	No ED#	EC
Peer and Cross Age Tutoring	ED 354 608	EA
Peer Conflicts in the Classroom	ED 372 874	PS
Peer Consultation as a Form of Supervision	ED 372 352	CG
Peer Consultation for Professional Counselors	ED 347 476	CG
Peer Counseling	ED 266 341	CG
Peer Helping Relationships in Urban Schools	ED 289 949	UD
Peer Leaders in Drug Abuse Prevention	ED 341 892	CG
Peer Tutoring in Adult Basic and Literacy Education	ED 368 891	CE
Peer-Tutoring: Toward a New Model	ED 362 506	SP
Performance Assessment in Early Childhood Education: The Work Sampling System	ED 382 407	PS
Performance Standards for School Superintendents	ED 301 970	EA
Person-Fit Statistics: High Potential and Many Unanswered Questions	ED 355 249	TM
Personal Benefits of Foreign Language Study	ED 276 305	FL
Personal Communication [A Collection of Digests and Fast Bibs]	ED 339 073	CS
Personal Computers Help Gifted Students Work Smart	ED 321 488	EC
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	EC
Philosophies and Approaches in Adult ESL Literacy Instruction	ED 386 960	FL/LE
Phonics in Whole Language Classrooms	ED 372 375	CS
Physical Education Curriculum Resources	No ED#	SP
Place of the Humanities in Continuing Higher Education, The	ED 368 890	CE
Plain English Movement, The	ED 284 273	CS
Planning a Class Camping Trip	ED 260 883	RC
Planning for Parent Participation in Schools for Young Children	ED 342 463	PS
Planning Middle School Foreign Language Programs	ED 324 972	FL
Planning Staff Development Programs for Rural Teachers	ED 260 874	RC
Plugging in to Computer Bulletin Boards	ED 278 381	IR
Pluralism and Education: Its Meaning and Method	ED 347 494	CG
Policy Analysis for School Districts	ED 302 899	EA
Population Education	No ED#	SE
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	PS
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport	ED 347 572	CS
Portfolios: Assessment in Language Arts	ED 334 603	CS
Positioning Community Colleges Via Economic Development	ED 269 115	JC
Positive Discipline	ED 327 271	PS
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come	ED 347 486	CG
Post-Modernism, Art Educators, and Art Education	ED 348 328	SO
Post-Tenure Faculty Evaluation	ED 284 529	HE
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss	ED 315 708	CG
Postmodern Educational Technology	ED 348 042	IR
Postsecondary Career Education	ED 237 804	CE
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	HE
Postsecondary Options for Learning Disabled Students	No ED#	EC
Poststructuralism as Theory and Practice in the English Classroom	ED 387 794	CS
Poverty and Learning	ED 357 433	EA
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	IR
Praise in the Classroom	ED 313 108	PS
Precedent for Test Validation, A	ED 355 250	TM

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Precollege Guidance and Counseling	ED 291 016	CG
Prekindergarten Teacher Licensure	ED 330 674	SP
Preparation of Middle School Teachers	ED 335 356	SP
Preparing Children with Disabilities for School	ED 340 147	EC
Preparing for a Global Community	ED 350 971	HE
Preparing Rural Students for an Urban Environment	ED 296 818	RC
Preparing School Administrators	ED 326 939	EA
Preparing Severely Handicapped Individuals for the World of Work	No ED#	EC
Preparing Students to Take Standardized Achievement Tests	ED 314 427	TM
Preparing Teachers for Conflict Resolution in the Schools	ED 387 456	SP
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges	ED 333 943	JC
Preschool Gifted and Talented Child, The	ED 262 524	EC
Preschool Services for Children with Handicaps	ED 295 394	EC
Prescription for Literacy: Providing Critical Educational Experiences	ED 340 001	CS
Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	RC
President's Perspective on Student Services Delights and Debits, A	ED 366 855	CG
Preventing Obsolescence Through Adult Retraining	ED 296 120	CE
Prices, Productivity, and Investment; Assessing Financial Strategies in Higher Education	ED 382 092	HE
Priority on Learning: Efficient Use of Resources	ED 384 951	EA
Prison Literacy Programs	ED 383 859	CE
Privacy and Confidentiality	No ED#	EC
Private Sector Involvement in Vocational Education	ED 259 206	CE
Problem of Problem Solving	No ED#	SE
Problem Solving in Early Childhood Classrooms	ED 355 040	PS
Procedural Safeguards	No ED#	EC
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	SE
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	SE
Professional Development Schools and Educational Reform: Concepts and Concerns	ED 335 357	SP
Professional Education	ED 284 527	HE
Professional Standards Development: Teacher Involvement	ED 383 693	SP
Professional Teacher Development and the Reform Agenda	ED 383 694	SP
Professional Training for Teachers of the Gifted and Talented	ED 262 525	EC
Professional Training Programs in Gifted Education	No ED#	EC
Professionalization of Student Affairs Staff, The	ED 347 495	CG
Professionalizing Teaching: Is There a Role for Professional Development Schools?	ED 347 153	SP
Professor Responds by Computer to the Writing of Elementary Students, A	ED 341 061	CS
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	FL
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	RC
Program Evaluation Standards, The	ED 385 612	TM
Program Review	ED 291 441	JC
Project Approach, The	ED 368 509	PS
Project BEST	No ED#	CS
Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development, The	ED 385 316	JC
Projecting the Future of Community Colleges	ED 388 351	JC
Promising Strategies for At-Risk Youth	ED 328 958	EA
Promoting a Concern for the Environment	ED 351 206	SE
Promoting ERIC Among Classroom Teachers	No ED#	SP
Promoting Gender Equity in Middle and Secondary School Sports Programs	ED 367 660	SP
Promotion Policies in the Urban High School	ED 306 327	UD
Proposal Writing for Two-Year Colleges	ED 353 004	JC
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	HE
Prospects in Principal Preparation	ED 350 726	EA
Protecting Children from Inappropriate Practices	ED 326 305	PS
Providing an Appropriate Education to Children with Attention Deficit Disorder	ED 352 747	EC
Providing Curriculum Alternatives To Motivate Gifted Students	ED 372 553	EC
Psychodiagnosis for Counselors: The DSM-IV	ED 366 890	CG
Psychological Dimensions of User-Computer Interfaces	ED 337 203	IR
Public Image and the University	ED 301 145	HE
Public Libraries and Cultural Diversity	ED 358 871	IR
Public Relations for Foreign Languages, Q&A	ED 232 482	FL

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Public School Administration on Indian Reservations	ED 260 869	RC
Public School Choice: Issues and Concerns for Urban Educators	ED 322 275	UD
Public Service in Higher Education: Practices and Priorities	ED 284 515	HE
Publishing Children's Writing.	ED 363 884	CS
Punctuation: Less is More?	ED 347 553	CS
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	HE
Qualitative Research in Student Affairs	ED 347 487	CG
Qualities of Effective Writing Programs	ED 250 694	CS
Quality Circles: Implications for Training	ED 237 810	CE
Quality Circles in the Community College	ED 353 008	JC
Quality of Students in Teacher Education, The	No ED#	SP
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	PS
Quality—Transforming Postsecondary Education	ED 350 972	HE
Questions to Ask When Evaluating Tests	ED 385 607	TM
Racism in America's Schools	ED 320 196	EA
Raising Hispanic Achievement	ED 256 842	UD
Reaching Handicapped Children in Their Early Years	No ED#	EC
Readiness for Kindergarten	ED 291 514	PS
Readiness: Children and Schools	ED 330 495	PS
Reading Achievement in Rural Areas	No ED#	RC
Reading and Writing in a Kindergarten Classroom	ED 331 030	CS
Reading for the Gifted	ED 262 513	EC
Reading Recovery	ED 386 713	CS
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	RC
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	EC
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	HE
Reappraisal of Instructional Television, A	ED 294 569	IR
Reauthorized Migrant Education Program: Old Themes and New	ED 380 267	RC
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	SE
Recent Developments in College Science Programs and Courses	ED 320 758	SE
Recent Literature on Urban and Minority Education	ED 311 136	UD
Recent Research on Mathematics Instruction	ED 266 019	SE
Recent Trends in Global/International Education	ED 373 021	SO
Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	RC
Recent Strategies for Faculty Development	ED 371 807	JC
Reconceptualizing Professional Teacher Development.	ED 383 695	SP
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety	ED 355 860	HE
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	FL/LE
Recruiting and Selecting Principals	ED 297 481	EA
Recruitment and Retention of Minority Teacher in Vocational Education	ED 368 889	CE
Reducing Stress Among Students	ED 284 526	HE
Reducing Errors Due to the Use of Judges	ED 355 254	TM
Reducing the Dropout Rate Through Career and Vocational Education	ED 282 094	CE
Reentry Programs for Dropouts in Adult Settings	ED 259 215	CE
Referring Language Minority Students to Special Education	ED 329 131	FL
Reflective Practice in Adult Education	ED 346 319	CE
Reforming the Large Urban High School [Part of a Collection]	ED 209 407	UD
Refugee Resettlement and Integration: An Organization Guide [Part of a Collection]	ED 209 407	UD
Reggio Emilia: Some Lessons for U.S. Educators	ED 354 988	PS
Relationship of State Departments of Education with Rural Schools	ED 232 796	RC
Relationship of the IEP to Grading and Graduation Requirements	No ED#	EC
Religion in the Social Studies Curriculum	ED 363 553	SO
Remember Our Faces—Teaching About the Holocaust	ED 345 990	SO
Remember the Ladies—Women in the Curriculum	ED 319 652	SO
Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	HE
Repairing and Renovating Aging School Facilities	ED 301 967	EA
Resampling: A Marriage of Computers and Statistics	ED 355 252	TM
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	SE
Research Related to Instructional Materials for Science	ED 265 013	SE

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Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development	ED 334 468	CE
Resource Rooms for Children: An Innovative Curricular Tool	ED 369 576	PS
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	SE
Resources for Educational Materials Related to Science Education K-12	ED 321 972	SE
Resources for Involving Parents in Literacy Development	ED 250 673	CS
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	SO
Responses of English Language Arts Professionals to "A Nation at Risk"	ED 250 690	CS
Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	EC
Restructuring American Schools: The Promise and the Pitfalls	ED 314 546	UD
Restructuring the Schools	ED 309 563	EA
Retaining Adult Students	ED 237 800	CE
Retaining Adult Students in Higher Education	ED 308 401	CE
Retaining At-Risk Students in Career and Vocational Education	ED 308 400	CE
Retaining Good Teachers in Urban Schools	ED 341 762	UD
Retirement Education Programs	ED 240 399	CE
Retirement Policy	ED 259 208	CE
Retirement Programs for Faculty	ED 301 141	HE
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	IR
Review of the Literature on Blacks and Mathematics, A	ED 260 945	SE
Review of "Research Within Reach: Science Education", A	ED 259 938	SE
Revision	ED 323 551	CS
Revision in the Writing Process	ED 379 664	CS
Right to Read: Censorship in the School Library, The	ED 319 067	CS
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	EC
Rights of the Handicapped	No ED#	EC
Risk Management	ED 364 985	EA
Risks of Rewards, The	ED 376 990	PS
Role of Business in Education, The	ED 321 344	EA
Role of Calculus in College Mathematics, The	ED 321 970	SE
Role of Culture in Foreign Language Education, The	ED 276 298	FL
Role of Libraries in Literacy Education, The	ED 330 373	IR
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	FL/LE
Role of Motivation in the Elementary School	ED 232 758	PS
Role of Parents in the Development of Peer Group Competence	ED 346 992	PS
Role of Review in Mathematics Instruction	ED 260 891	SE
Role of Rural Schools in Rural Community Development, The	ED 384 479	RC
Role of Scholarship in the Community College, The	ED 338 294	JC
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	EA
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	FL
Role of the Community College in Economic and Workforce Development, The	ED 339 443	JC
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force, The	ED 317 542	SP
Role of the Laboratory in Science Teaching, The	No ED#	SE
Role of the School Counselor: Elementary Level, The	ED 287 141	CG
Role of the School Counselor: Middle/Junior High Level, The	ED 287 142	CG
Role of the School Counselor: Secondary Level, The	ED 287 143	CG
Role of Vocational Education in Transition Services for Handicapped Youth	ED 259 217	CE
Rural Options for Gifted Education	ED 284 716	RC
Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	RC
Rural School Consolidation and Student Learning	ED 384 484	RC
Rural Student Achievement: Elements for Consideration	ED 289 658	RC
Rural—A Concept Beyond Definition?	ED 296 820	RC
S in "Back to the Basics" Stands for Science, The	No ED#	SE
Safer Playgrounds for Young Children	ED 355 206	SP
Safety Hazards in Science Classrooms	ED 274 556	SE
Saving Money on Printing and Reproduction	ED 233 924	SO
Say "YES" to Telephone Lines in the Classroom	ED 377 829	IR
Schema Activation, Construction, and Application	ED 312 611	CS
Schemata	ED 234 337	CS
School-Based Budgeting	ED 336 865	EA
School-Based Management (1988)	ED 301 969	EA

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School-Based Management (1995)	ED 384 950	EA
School-Based Management and Student Performance	ED 336 845	EA
School Children and Fitness: Aerobics for Life	ED 347 484	CG
School-College Alliances: Benefits for Low-Income Minorities	ED 308 277	UD
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	RC
School Consolidation	ED 282 346	EA
School Counselor Role in Planning and Integrating Basic Skills	ED 378 462	CG
School Counselors Collaborating for Student Success	ED 377 414	CG
School Crime and Disruption [Part of a Collection]	ED 209 407	UD
School Dropouts: New Information About an Old Problem	ED 386 515	UD
School Discipline	ED 350 727	EA
School District Management Audit, The	ED 302 900	EA
School Health Education	ED 269 375	SP
School Leadership and Student Motivation	ED 346 558	EA
School Learning and Corporation-School Alliances	ED 234 103	UD
School Programs and Practices for Homeless Students	ED 383 783	UD
School Programs for African American Males	ED 334 340	UD
School Psychologists: Leader for Change Building a Secure Future for Children	ED 366 879	CG
School Security	ED 321 343	EA
School-Site Councils	ED 369 154	EA
School-to-Work Transition: Its Role in Achieving Universal Literacy	ED 329 806	CE
School-University Partnerships and Educational Technology	ED 358 840	IR
School Violence Prevention	ED 379 786	EA
Schools Attack the Roots of Violence	ED 335 806	EA
Science Education: United States and Elsewhere School Students	No ED#	SE
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students	ED 282 776	SE
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	SO
Science Teacher Supply and Demand	No ED#	SE
Science-Technology Society in the Science Curriculum	ED 274 513	SE
Science/Technology/Society in the Social Studies	ED 298 073	SO
Scope of Practice of the Secondary School Counselor	ED 328 830	CG
Screening for School Entry	ED 281 607	PS
Searching ERIC by Computer	No ED#	JC
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	SE
Second Language Classroom Research	ED 321 550	FL
Second Language Learning in a Social Context	ED 367 143	FL
Second-Chance Opportunities for Hispanic Dropouts	ED 306 337	UD
Secondary School Ethos and the Academic Success of Urban Minority Students	ED 235 247	UD
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	SE
Secretary of Labor's Commission on Achieving Necessary Skills, The	ED 339 749	TM
Selected Issues in Elementary Guidance	ED 260 368	CG
Selected Procedures for Improving the Science Curriculum	ED 325 303	SE
Selecting a College: A Checklist Approach	ED 266 339	CG
Selecting College and University Personnel	ED 301 139	HE
Selecting Microcomputer Courseware	ED 315 062	IR
Selecting Software for Special Education Instruction	ED 287 259	EC
Selecting the Focus of a Focus School	ED 377 271	UD
Self-Esteem and Narcissism: Implications for Practice	ED 358 973	PS
Self Identity and the Culturally Diverse Child	No ED#	EC
Self-Study in Higher Education: the Path to Excellence	ED 284 510	HE
Self-Talk & Self-Health	ED 361 813	CS
Semiotics	ED 234 339	CS
Semiotics and the English Language Arts	ED 329 960	CS
Senior Citizens as School Volunteers: New Resources for the Future	ED 369 774	SP
Serving the LD Student in a Vocational Education Classroom	ED 262 501	EC
Seven Steps to Responsible Software Selection	ED 382 157	IR
Severe Disabilities	No ED#	EC
Severely Handicapped	No ED#	EC

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	HE
Sex Education for Retarded Students	No ED#	EC
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	SO
Sex Equity in Guidance and Counseling	ED 304 627	CG
Sexual Harassment in Higher Education From Conflict to Community	ED 364 134	HE
Shared Decision-Making	ED 368 034	EA
Shared Services for Rural and Small Schools	ED 259 874	RC
Sheltered English Instruction	ED 301 070	FL
Shifting Kindergarten Curriculum, The	ED 293 630	PS
Should Gifted Students Be Grade-Advanced?	ED 370 295	EC
Should Your College Start a Center for the Delivery of Contract Training Programs?	ED 270 138	JC
Shy Child, The	ED 295 741	PS
Simulated Oral Proficiency Interviews	ED 317 036	FL
Simulation Activities for Environmental Education	No ED#	SE
Single Parents: Career-Related Issues and Needs	ED 296 123	CE
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	RC
Small Groups in Adult Literacy and Basic Education	ED 350 490	CE
Small Scale and School Culture: The Experience of Private Schools	ED 376 996	RC
Small School Principal and School-Community Relations, The	ED 232 798	RC
Small Schools: An International Overview	ED 317 332	RC
So You Want to Be a Teacher (1987)	ED 282 860	SP
So You Want to Be a Teacher (1992)	ED 344 872	SP
Social and Psychological Adjustment of Southeast Asian Refugees, The	ED 252 638	UD
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	HE
Social Studies and a "Nation at Risk", The	ED 253 464	SO
Social Studies and the Disabled Reader	ED 322 080	SO
Social Studies Curriculum Reform Reports	ED 322 021	SO
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	SO
Social Studies Research: Theory Into Practice	ED 268 064	SO
Software Copyright Interpretation	ED 261 649	IR
Software Evaluation for Microcomputer Programs	No ED#	IR
Software Evaluation for the Teacher of the English Language Arts	ED 250 697	CS
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading	ED 297 303	CS
Some Emerging Trends in School Restructuring	ED 343 196	EA
Some Implications for Science Education from National Report	ED 259 937	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science	ED 320 763	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics	ED 321 974	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	SE
Sources of Information about Science Activities for Special Students	No ED#	SE
Sources of Information on Science Careers	No ED#	SE
Southeast Asian Adolescents: Identity and Adjustment	ED 306 329	UD
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	FL
Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom	ED 367 144	FL
Special Education Dropouts	ED 295 395	EC
Special Education in Rural Areas: The Problems...and Some Solutions	No ED#	RC
Special Education Job Market, The	No ED#	EC
Special Problems of Handicapped Minority Student	No ED#	EC
Spelling	ED 250 695	CS
Sports Counseling: Helping Student-Athletes	ED 379 532	CG
Staff Development and Stages of a Teacher's Career	No ED#	SP
Staff Development for ABE and ESL Teachers and Volunteers	ED 353 862	FL/LE
Staff "Burnout" in Child Care Settings	ED 327 296	PS

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	ED Number	(CH)
Standardized Testing of American Indian Students	ED 296 813	RC
Standards for Student Performance	ED 356 553	EA
State Education Agencies and Environmental Education	No ED#	SE
State Efforts to Deregulate Education	ED 321 368	EA
State Testing of Teachers: A Summary of Current Practices	ED 302 556	TM
State Testing of Teachers: The 1989 Report	ED 315 433	TM
State Testing of Teachers: The 1990 Report	ED 328 605	TM
State vs. Local Control of Schools	ED 291 164	EA
State-Enforced Accountability of Local School Districts	ED 309 556	EA
Status and Scope of Faculty Evaluation, The	ED 385 315	JC
Status of Dance in Education	ED 348 368	SP
Status of the Transfer Function, The	ED 286 550	JC
Steps in Designing an Indicator System	ED 338 700	TM
Stopping Drug Abuse	ED 301 968	EA
Storytelling: Its Wide-Ranging Impact in the Classroom	ED 299 574	CS
Strategic Planning	ED 312 774	EA
Strategic Planning (1988)	No ED#	HE
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	HE
Strategies and Methods of Effective Supervision	ED 372 341	CG
Strategies for Community Organizations: Asian American [Part of a Collection]	ED 209 407	UD
Strategies for Implementing the National Career Development Guidelines	ED 338 898	CE
Strategies for Retaining Adult Students: The Educationally Disadvantaged	ED 299 455	CE
Strategies for Teaching at a Distance	ED 351 008	IR
Strategies for Teaching Critical Thinking	ED 385 606	TM
Strengthening High School World Studies Courses	ED 264 166	SO
Strengthening Transfer Opportunities in the Community College	ED 261 756	JC
Stress Management for the Learning Disabled	ED 295 396	EC
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals	ED 357 317	EC
Student Achievement in Core Subjects of the School Curriculum	ED 332 930	SO
Student as Commuter: Developing a Comprehensive Institutional Response, The	ED 319 297	HE
Student Assessment - Humanities	ED 286 553	JC
Student Assessment - Literacy	ED 286 554	JC
Student Assessment - Mathematics	ED 287 523	JC
Student Assessment - Science	ED 286 555	JC
Student Assessment - Social Science	ED 286 556	JC
Student Discipline Policies	ED 259 455	EA
Student Evaluation of Teacher Performance	ED 289 887	TM
Student Financial Aid and Women	ED 284 525	HE
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	HE
Student Literacy [A collection of Digests and Fast Bibs]	ED 339 029	CS
Student Motivation to Learn	ED 370 200	EA
Student Ratings Offer Useful Input to Teacher Evaluations	TM 024 740	TM
Student Stress: Effects and Solutions	ED 284 514	HE
Student Tracking Systems in Community Colleges	ED 310 833	JC
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	SE
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	HE
Students with Physical Disabilities and Health Impairment	ED 314 915	EC
Students with Specialized Health Care Needs	ED 309 590	EC
Studying the Future Through Environmental Education	ED 259 936	SE
Substance Abuse Policy	ED 355 651	EA
Substance Exposed Infants and Children	ED 340 149	EC
Successful Detracking in Middle and Senior High Schools	ED 351 426	UD
Successful ERIC Searching for HPRD Professionals and Students	ED 279 646	SP
Successful Instructional Practices for Small Schools	ED 326 352	RC
Successful Minority Teacher Education Recruitment Programs	ED 318 738	SP
Suicide and Sudden Loss: Crisis Management in the Schools	ED 315 700	CG
Suicide and the Exceptional Child	ED 340 152	EC
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students	ED 298 213	UD
Superintendent Evaluation	ED 312 775	EA

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	ED Number	(CH)
Supervisee Resistance	ED 372 344	CG
Supervision of Marriage and Family Counselors	ED 372 354	CG
Supervision of School Counselors	ED 372 353	CG
Supervision of Second and Foreign Language Teachers, The	ED 324 971	FL
Supervision of Student Teachers	ED 344 873	SP
Supervisory Evaluation and Feedback	ED 372 348	CG
Supervisory Relationship, The	ED 372 343	CG
Supporting and Facilitating Self-Directed Learning	ED 312 457	CE
Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	RC
Supporting Gifted Education Through Advocacy	ED 321 499	EC
Supporting Girls in Early Adolescence	ED 386 331	PS
Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression, The	ED 321 253	CS
Survival of Private Junior Colleges, The	ED 327 222	JC
Systemic Education Reform	ED 370 178	EA
Tailoring Vocational Education to Adult Needs	ED 237 802	CE
Talking Adult ESL Students into Writing: Building on Oral Fluency to Promote Literacy	ED 321 622	FL/LE
Talking to Your Child's Teacher About Standardized Tests	ED 315 434	TM
Talking to Your High School Students About Standardized Tests	ED 315 435	TM
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	FL
"TBILISI + 10" International Congress: Background, The	ED 277 543	SE
Teacher and Academic Freedom, The	ED 233 925	SO
Teacher as Decision Maker, The (June 1983)	ED 248 239	SP
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	SP
Teacher-As-Researcher	ED 355 205	SP
Teacher Centers and Higher Education	No ED#	SP
Teacher Certification	ED 277 685	SP
Teacher Collaboration in Urban Secondary Schools	ED 363 676	UD
Teacher Competency Testing	ED 286 944	TM
Teacher Competency: What Administrators Can Do	ED 259 452	EA
Teacher Education in Global and International Education	ED 384 601	SP
Teacher Educators: What Do We Know?	ED 279 642	SP
Teacher Mentoring	ED 271 477	SP
Teacher-Parent Partnerships	ED 351 149	PS
Teacher Portfolio Assessment	ED 385 608	TM
Teacher, Principal, and Parent Involvement in the Effective School	ED 292 941	UD
Teacher Tenure	ED 282 352	EA
Teacher Wellness Programs	No ED#	SP
Teaching About Africa	ED 278 602	SO
Teaching About Australia	ED 319 651	SO
Teaching About Canada	ED 291 666	SO
Teaching About China	ED 327 454	SO
Teaching About Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina	ED 377 139	SO
Teaching About Controversial Issues	ED 253 461	SO
Teaching About Ethnic Diversity	ED 273 539	SO
Teaching About Global Issues	ED 233 926	SO
Teaching About Hazardous Materials	ED 265 075	SE
Teaching About India	ED 304 397	SO
Teaching About Inner Asia	ED 305 325	SO
Teaching About Japan	ED 282 796	SO
Teaching About Landmark Dissents in United States Supreme Court Cases	ED 379 205	SO
Teaching About Religion in the Social Studies	ED 298 072	SO
Teaching About the Built Environment	ED 322 022	SO
Teaching About the Constitutional Rights of Students	ED 348 320	SO
Teaching About the Fourth Amendment's Protection Against Unreasonable Searches and Seizures	ED 363 526	SO
Teaching About the Pacific Rim	ED 296 913	SO
Teaching About the Soviet Union	ED 286 818	SO
Teaching About the Two Koreas	ED 339 672	SO
Teaching About the United States Constitution	ED 253 463	SO
Teaching About the Voyages of Columbus	ED 348 317	SO
Teaching About Western Europe	ED 322 023	SO

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	ED Number	(CH)
Teaching Adults with Learning Disabilities	ED 321 156	CE
Teaching Adults: Is It Different	ED 305 495	CE
Teaching and Learning Economics	ED 304 396	SO
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	RC
Teaching Art From a Global Perspective	ED 329 490	SO
Teaching as a Career and a Profession	No ED#	SP
Teaching ASL as a Second Language	ED 343 408	FL
Teaching Beginning Reading to Dialect Speakers	ED 275 793	UD
Teaching Children to Appreciate Literature	ED 292 108	CS
Teaching Children with Attention Deficit Disorder	ED 313 868	EC
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	SE
Teaching Critical Thinking through Environmental Education	ED 324 193	SE
Teaching Critical Reading through Literature	ED 363 869	CE
Teaching Democracy in East Central Europe: The Case of Poland	ED 377 120	SO
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	SE
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	PS
Teaching English to the Gifted Student	ED 270 782	CS
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	SE
Teaching Foreign Languages with Realia and Other Authentic Materials	ED 289 367	FL
Teaching Foreign Policy in the Post-Cold War Era	ED 363 569	SO
Teaching Geography at School and Home	ED 335 284	SO
Teaching Geography in the Elementary School	ED 309 133	SO
Teaching History in the Elementary School	ED 293 784	SO
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	RC
Teaching Limited English Proficient Students to Understand and Use Mathematics	ED 334 310	UD
Teaching Low-Level Adult ESL Learners	ED 379 965	FL/LE
Teaching Mathematics to Limited English Proficient Students	ED 317 086	FL/LE
Teaching Minority Students to Write Effectively	ED 358 487	CS
Teaching Multilevel Adult ESL Classes	ED 383 242	FL/LE
Teaching Poetry: Generating Genuine, Meaningful Responses	ED 307 609	CS
Teaching Problem Solving—Secondary School Science	ED 309 049	SE
Teaching Reading in a Foreign Language	ED 305 829	FL
Teaching Science and Mathematics to At Risk Students	ED 289 948	UD
Teaching Science Effectively to Limited English Proficient Students	ED 357 113	UD
Teaching Science Through Inquiry	ED 359 048	SE
Teaching Technical Communication	ED 326 906	CS
Teaching the 20th-Century History of the United States	ED 335 283	SO
Teaching the Abused Migrant Child; What's a Teacher to Do	ED 293 680	RC
Teaching the Bill of Rights	ED 298 076	SO
Teaching the Federalist Papers	ED 292 740	SO
Teaching the Law Using United States Supreme Court Cases	ED 339 673	SO
Teaching the Responsibilities of Citizenship	ED 332 929	SO
Teaching with a Multicultural Perspective	ED 339 548	PS
Teaching with Historic Places	ED 363 568	SO
Teaching Writing to Linguistically Diverse Students	ED 275 792	UD
Teaching Writing with Peer Response Groups	ED 307 616	CS
Team Management	ED 292 217	EA
Tech Prep	ED 329 808	CE
Tech Prep/Associate Degree (TPAD) Academic Outcomes	ED 367 415	JC
Technology and Equity	ED 339 400	IR
Technology and Second Language Learning	ED 350 883	FL
Technology as a Tool for Urban Classrooms	ED 368 809	UD
Technology Education in Elementary Schools	ED 334 466	CE
Technology for the Gifted and Talented	ED 262 514	EC
Technology Options for Libraries	ED 303 177	IR
Teenage Pregnancy	ED 266 340	CG
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	ED 316 615	UD
Teenage Suicide: Identification, Intervention and Prevention	ED 266 338	CG
Telecommunications and Distance Education	ED 358 841	IR
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	FL

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	ED Number	(CH)
Teleconferencing in Education	ED 254 214	IR
Television Viewing and Reading	ED 272 855	CS
Television Violence and Behavior: A Research Summary	ED 366 329	IR
Testing in Literature	ED 267 435	CS
Testing Literature: The Current State of Affairs	ED 321 261	CS
Testing Speaking Proficiency: The Oral Interview	ED 276 299	FL
Testing the Handicapped	No ED#	TM
Theory Meets Practice in Language Arts Assessment	ED 369 075	CS
Thinking in Outdoor Inquiry	ED 348 198	RC
Thinking Skills in English—And Across the Curriculum	ED 250 693	CS
Time on Task in Vocational Education [Part of a Collection]	ED 252 693	CE
Total Quality Management	ED 347 670	EA
Total Quality Management: Application in Vocational Education	ED 347 404	CE
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	RC
Training and Recruiting Minority Teachers	ED 302 898	EA
Training and Recruiting Minority Teachers	No ED#	SP
Training Day Care Providers	ED 281 608	PS
Transactional Theory in the Teaching of Literature	ED 284 274	CS
Transformational Leadership	ED 347 636	EA
Transitioning Adult ESL Learners to Academic Programs	ED 385 173	FL/LE
Translating and Interpreting Programs: A Scottish Example	ED 347 854	FL
Translation Profession, The	ED 345 540	FL
Trends & Issues in Library and Information Science, 1990	ED 340 389	IR
Trends and Directions in Career Education	ED 299 458	CE
Trends and Issues in Educational Technology: 1989	ED 320 569	IR
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts	ED 321 964	RC
Trends in Educational Technology, 1991	ED 343 617	IR
Trends in Educational Technology: 1989	ED 308 858	IR
Trends in Integrating Teaching and Testing	ED 284 912	TM
Trends in K-12 Social Studies	ED 351 278	SO
Trends in Library and Information Science: 1989	ED 308 884	IR
Turning Teaching into Learning, The Role of Student Responsibility in the Collegiate Experience	ED 372 702	HE
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective	ED 379 915	FL
Two-Way Language Development Programs	ED 321 589	FL
Two-Year College Students: A Statistical Profile	ED 351 092	JC
Two-Year Colleges	ED 353 009	JC
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	RC
Underachieving Gifted Students (1985)	ED 262 526	EC
Underachieving Gifted Students (1990)	ED 321 483	EC
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	PS
Understanding and Managing Stress in the Academic World	ED 291 017	CG
Understanding and Parenting Adolescents	ED 291 018	CG
Understanding Educational Block Grants	No ED#	SP
Understanding the National Goals	ED 358 581	EA
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	RC
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	RC
Unemployed Youth: Counseling Issues	ED 260 362	CG
Update on Microcomputers and Mathematics Instruction	No ED#	SE
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers	ED 328 082	FL
Urban Education Resources on the Internet	ED 384 681	UD
Urban Magnet Schools and Educational Excellence	ED 253 622	UD
Urban School/Community Collaborations: Making Them Work Well	ED 304 497	UD
Urban School Finance: The Quest for Equal Educational Opportunity	ED 311 147	UD
Urban School Restructuring and Teacher Burnout	ED 340 812	UD
Urban Teacher Recruitment Programs (#43)	ED 312 318	UD
Urban Teacher Recruitment Programs (88-5)	No ED#	SP
Urban Teachers and Collaborative School-Linked Services	ED 371 108	UD
Urban Youth in Community Service: Becoming Part of the Solution	ED 351 425	UD
Use of Local Area Networks in Schools	ED 316 249	IR
Use of Technology in Counselor Supervision	ED 372 357	CG

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Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities	ED 335 176	RC
Uses of Baby Talk, The	ED 318 230	FL
Using Biodata as a Selection Instrument	ED 338 702	TM
Using Computers for Environmental Education	ED 260 907	SE
Using Computers with Adult ESL Literacy Learners	ED 343 462	FL/LE
Using Customized Standardized Tests	ED 314 429	TM
Using Data Bases in Social Studies	ED 233 927	SO
Using Federal Funds To Improve Child Care	ED 365 468	PS
Using Film, Video, and TV in the Classroom	ED 300 848	CS
Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	RC
Using Literature to Teach Geography in High Schools	New Digest	SO
Using Literature to Teach Reading	ED 313 687	CS
Using Manipulative Materials to Learn Mathematics	No ED#	SE
Using Microcomputers in Elementary Language Arts Instruction	ED 264 575	CS
Using Newspapers as Effective Teaching Tools	ED 300 847	CS
Using Newspapers in the ESL in the Literacy Classroom	ED 321 619	FL/LE
Using Performance Assessment in Outcomes-Based Accountability Systems.	ED 381 987	EC
Using Personal Computers to Acquire Special Education Information	ED 314 914	EC
Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	RC
Using the Child's Environment to Teach at Home and School	ED 372 968	SE
Using the Internet in Vocational Education	ED 385 777	CE
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom	ED 370 885	SO
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	EC
Utilizing Available Resources at the Local Level	ED 286 702	RC
Valuing Diversity in the Multicultural Classroom	ED 378 846	FL/LE
Valuing Diversity in the Schools: The Counselor's Role	ED 347 475	CG
Varieties of Multicultural Education: An Introduction	ED 372 146	UD
Vernacular Dialects in U.S. Schools	ED 289 364	FL
Video Games and Children	ED 365 477	PS
Videodiscs in Education	ED 270 103	IR
Videotapes: Copyright and Licensing Considerations for Schools and Libraries	ED 308 855	IR
Videotex 1983: An ERIC Fact Sheet	ED 232 618	IR
Videotex 1985: Educational Applications	ED 270 104	IR
Violence and Young Children's Development	ED 369 578	PS
Violence in Sports	ED 316 547	PS
Virtual Reality: An Overview	ED 386 178	IR
Visual Impairments	ED 349 774	EC
Visually Impaired Students in the Mainstream	No ED#	EC
Voc ED and CETA	ED 237 792	CE
Vocabulary	ED 250 696	CS
Vocational Education and Defense Preparedness	ED 259 209	CE
Vocational Education and the Work Ethic in a Changing Workplace	ED 299 457	CE
Vocational Education/Entrepreneurship Match, The	ED 338 899	CE
Vocational Education in Community-Based Organizations	ED 289 997	CE
Vocational Education in Rural America	ED 237 803	CE
Vocational Education in the Middle School	ED 377 314	CE
Vocational Education Performance Standards	ED 318 914	CE
Vocational Education's Role in Dropout Prevention	ED 355 455	CE
Vocational Education-Job Training Partnership Act Coordination	ED 292 972	CE
Vocational English-as-a-Second-Language Programs	ED 321 551	FL
Vocational Support Strategies for Students with Emotional Disorders	ED 383 152	EC
Volunteer Work by Undergraduates	ED 308 801	HE
Volunteers in Special Education	No ED#	EC
We Can Talk: Cooperative Learning in the Elementary ESL Classroom	ED 382 035	FL
Wellness: A Balanced Lifestyle	ED 269 376	SP
What are the Goals for School-Community Relations?	No ED#	RC
What Are Educational Indicators and Indicator Systems	ED 338 701	TM
What Can I Become: Educational Aspirations of Students in Rural America	ED 345 931	RC
What First-Year Teachers Need to Know	ED 248 243	SP
What is a Handicapped Child?	No ED#	EC

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What is an Expert System?	ED 335 058	IR
What is Down Syndrome?	ED 262 505	EC
What is Dyslexia?	ED 262 500	EC
What Is Linguistics?	ED 278 255	FL
What Is Linguistics? [Revised]	ED 350 882	FL
What Is the Effect of Small-Scale Schooling on Student Achievement?	ED 308 062	RC
What Should Young Children Be Learning?	ED 290 554	PS
What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings	ED 261 759	JC
What's Ahead for Education in the '80s?	No ED#	SP
What's Happening to American Families?	ED 330 496	PS
What's Right with Schools	ED 378 665	EA
When Schools and Colleges Work Together	ED 316 544	SP
Who Needs a Surrogate Parent?	No ED#	EC
Whole Language in an Elementary School Library Media Center	ED 346 874	IR
Whole Language: Integrating the Language Arts—and Much More	ED 313 675	CS
Will the National Education Goals Improve the Progress of English Language Learners?	ED 362 073	FL
Wired Campus, The	ED 304 112	IR
Women and Entrepreneurship	ED 363 799	CE
Women, Human Development, and Learning	ED 358 379	CE
Women, Work, and Literacy	ED 312 456	CE
Work Teams in Schools	EA 027 247	EA
Working with Limited-English-Proficient Students in the Regular Classroom	ED 289 368	FL
Working with Trustees	ED 301 138	HE
Working with Working Families	ED 326 324	PS
Workplace ESL Instruction: Varieties and Constraints	ED 367 190	FL/LE
Workplace Literacy Programs	ED 292 974	CE
Workplace Literacy: Its Role in High Performance Organizations	ED 383 858	CE
Workplace Literacy: Lessons from Practice	ED 354 416	CE
Workplace Literacy Programs for Nonnative English Speakers	ED 334 874	FL/LE
Worksite Training	ED 329 809	CE
World History in the Secondary School Curriculum	ED 309 134	SO
World War II in the Curriculum	ED 348 319	SO
Writing Across the Curriculum Programs at Community Colleges	ED 333 952	JC
Writing as a Response to Reading	ED 386 734	CS
Writing Assessment at the College Level	ED 345 281	CS
Writing Assignments, Journals, and Student Privacy	ED 365 989	CS
Writing Across the Curriculum: Toward the Year 2000	ED 354 549	CS
Writing Instruction for Dialectally Different Youths	No ED#	UD
Writing Instruction in the Two-Year College	ED 272 258	JC
Writing Multiple-Choice Test Items	TM 024 736	TM
Writing RFPs for Assessment Programs	ED 334 194	TM
Year-Round Education	ED 342 107	EA
Year-Round Education: A Strategy for Overcrowded Schools	ED 378 267	UD
Young Children's Oral Language Development	ED 301 361	PS
Young Children's Social Development: A Checklist	ED 356 100	PS

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ERIC® Digests

A Complete List of All ERIC Digests to Date
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Teaching Technical Communication	ED 326 906	CS
Teaching Writing with Peer Response Groups	ED 307 616	CS
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Testing Literature: The Current State of Affairs	ED 321 261	CS
Theory Meets Practice in Language Arts Assessment	ED 369 075	CS
Thinking Skills in English—And Across the Curriculum	ED 250 693	CS
Transactional Theory in the Teaching of Literature	ED 284 274	CS
Using Film, Video, and TV in the Classroom	ED 300 848	CS
Using Literature to Teach Reading	ED 313 687	CS
Using Microcomputers in Elementary Language Arts Instruction	ED 264 575	CS
Using Newspapers as Effective Teaching Tools	ED 300 847	CS
Vocabulary	ED 250 696	CS
Whole Language: Integrating the Language Arts—and Much More	ED 313 675	CS
Writing Across the Curriculum: Toward the Year 2000	ED 354 549	CS
Writing as a Response to Reading	ED 386 734	CS
Writing Assessment at the College Level	ED 345 281	CS
Writing Assignments, Journals, and Student Privacy	ED 365 989	CS

EA

AIDS/HIV Education	ED 309 564	EA
Alternatives to Standardized Educational Assessment	ED 312 773	EA
At-Risk Students	ED 292 172	EA
Background Checks on School Personnel	ED 324 767	EA
Building Relationships Between Schools and Social Services	ED 339 111	EA
Can Instructional Leaders Be Facilitative Leaders	ED 381 893	EA
Censorship of Curriculum Material	ED 315 864	EA
Changing Role of School Boards, The	ED 357 434	EA
Choice in the Public Schools (1986)	ED 282 350	EA
Choice in the Public Schools (1989)	ED 309 565	EA
Class Size	ED 259 454	EA
Collaboration Between Schools and Social Services	ED 320 197	EA
Collaborative Bargaining in Education	ED 284 372	EA
Collaborative Schools	ED 290 233	EA
Communicable Diseases in the Schools	ED 282 349	EA
Communication Skills	EA 027 190	EA
Community Coalitions to Restructure Schools	ED 368 080	EA
Controlled Choice: An Alternative School Choice Plan	ED 344 342	EA
Coping with Changing Demographics	ED 315 865	EA
Day Care in Schools	ED 282 351	EA
Deteriorating School Facilities and Student Learning	ED 356 564	EA
Dismissing Incompetent Teachers	ED 259 448	EA

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Dropout Prevention	ED 282 347	EA
Drug Testing (1988)	ED 307 656	EA
Drug Testing (Revised) (1990)	ED 316 957	EA
Education and Economic Development	ED 293 207	EA
Emerging Issues in State-Level School Finance	ED 324 777	EA
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	EA
Evaluating Educational Programs	ED 324 766	EA
Evaluating Principals	ED 330 064	EA
Extending the School Year and Day	ED 259 450	EA
Facilitative Leadership	ED 381 851	EA
Financial Equity in Schools	ED 350 717	EA
Fiscal Policy Issues and School Reform	ED 321 342	EA
Five Key Issues in School Restructuring	ED 344 329	EA
Gangs	ED 321 419	EA
Getting Serious About Sexual Harassment	ED 347 699	EA
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	EA
Home Schooling (1986)	ED 282 348	EA
Home Schooling (1995)	ED 381 849	EA
Identifying Potential Dropouts	ED 339 092	EA
Implementing the Multiage Classroom	ED 381 869	EA
Integrative Education	EA 026 954	EA
Involving At-Risk Families in Their Children's Education	ED 326 925	EA
Leadership for School Culture	ED 370 198	EA
Magnet Schools	ED 293 225	EA
Meeting the Special Needs of Drug-Affected Children	ED 321 424	EA
Merit Pay for Teachers	ED 259 453	EA
Microcomputers in the School Office	ED 259 451	EA
Motivating Teachers for Excellence	ED 259 449	EA
National Education Goals: Questions and Answers, The	ED 334 715	EA
Nongraded Primary Education	ED 347 637	EA
Outcome-Based Education	ED 363 914	EA
Overview of the Six National Education Goals, An	ED 334 714	EA
Parent Involvement in the Educational Process	ED 312 776	EA
Peer and Cross Age Tutoring	ED 354 608	EA
Performance Standards for School Superintendents	ED 301 970	EA
Policy Analysis for School Districts	ED 302 899	EA
Poverty and Learning	ED 357 433	EA
Preparing School Administrators	ED 326 939	EA
Priority on Learning: Efficient Use of Resources	ED 384 951	EA
Promising Strategies for At-Risk Youth	ED 328 958	EA
Prospects in Principal Preparation	ED 350 726	EA
Racism in America's Schools	ED 320 196	EA
Recruiting and Selecting Principals	ED 297 481	EA
Repairing and Renovating Aging School Facilities	ED 301 967	EA
Restructuring the Schools	ED 309 563	EA
Risk Management	ED 364 985	EA
Role of Business in Education, The	ED 321 344	EA
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	EA
School Consolidation	ED 282 346	EA
School Discipline	ED 350 727	EA
School District Management Audit, The	ED 302 900	EA
School Leadership and Student Motivation	ED 346 558	EA
School Security	ED 321 343	EA
School Violence Prevention	ED 379 786	EA
School-Based Budgeting	ED 336 865	EA
School-Based Management (1988)	ED 301 969	EA
School-Based Management (1995)	ED 384 950	EA
School-Based Management and Student Performance	ED 336 845	EA
School-Site Councils	ED 369 154	EA

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Schools Attack the Roots of Violence	ED 335 806	EA
Shared Decision-Making	ED 368 034	EA
Some Emerging Trends in School Restructuring	ED 343 196	EA
Standards for Student Performance	ED 356 553	EA
State Efforts to Deregulate Education	ED 321 368	EA
State vs. Local Control of Schools	ED 291 164	EA
State-Enforced Accountability of Local School Districts	ED 309 556	EA
Stopping Drug Abuse	ED 301 968	EA
Strategic Planning	ED 312 774	EA
Student Discipline Policies	ED 259 455	EA
Student Motivation to Learn	ED 370 200	EA
Substance Abuse Policy	ED 355 651	EA
Superintendent Evaluation	ED 312 775	EA
Systemic Education Reform	ED 370 178	EA
Teacher Competency: What Administrators Can Do	ED 259 452	EA
Teacher Tenure	ED 282 352	EA
Team Management	ED 292 217	EA
Total Quality Management	ED 347 670	EA
Training and Recruiting Minority Teachers	ED 302 898	EA
Transformational Leadership	ED 347 636	EA
Understanding the National Goals	ED 358 581	EA
What's Right with Schools	ED 378 665	EA
Work Teams in Schools	EA 027 247	EA
Year-Round Education	ED 342 107	EA

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Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits	ED 385 095	EC
ADHD and Children Who Are Gifted	ED 358 673	EC
Adjudicated Handicapped Youth	No ED#	EC
Administrator's Role in the Education of Gifted and Talented Children, The	ED 262 516	EC
Advocacy and Self Advocacy for Disabled Persons	No ED#	EC
Affective Education for Exceptional Students	No ED#	EC
Affirmative Action for the Handicapped	No ED#	EC
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	EC
Argument for Early Intervention, The	ED 262 502	EC
Arts and the Handicapped Child, The	No ED#	EC
Assessment of Minority Students	No ED#	EC
Assistive Technology for Students with Mild Disabilities	ED 378 755	EC
Attention Deficit Disorder (ADD)	ED 287 261	EC
Behavioral Disorders: Focus on Change	ED 358 674	EC
Being at Ease with Handicapped Children	ED 262 506	EC
Bilingual Education for Exceptional Children	No ED#	EC
Bilingual Special Education	ED 333 618	EC
Career Education	No ED#	EC
Career Planning for Gifted and Talented Youth	ED 321 497	EC
Career Search for the Gifted and Talented	ED 262 507	EC
Careers in Special Education	No ED#	EC
Challenging Gifted Students in the Regular Classroom	ED 352 774	EC
Characteristics of Intellectually Gifted Children	ED 262 517	EC
Child Abuse and Neglect	No ED#	EC
Child Abuse and the Handicapped Child	ED 287 262	EC
Child Find	No ED#	EC
Children on Medication	No ED#	EC
Children With Communication Disorders	ED 321 504	EC
College Planning for Gifted and Talented Youth	ED 321 495	EC

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	ED Number	(CH)
College Planning for Students with Learning Disabilities	ED 314 917	EC
Communicating with Culturally Diverse Parents of Exceptional Children	ED 333 619	EC
Community's Role in Continuing Education for Disabled Adults, The	No ED#	EC
Competency Testing for Handicapped Children	No ED#	EC
Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment	ED 381 984	EC
Cost Effectiveness for Special Education, The	No ED#	EC
Creating Meaningful Performance Assessments	ED 381 985	EC
Creativity and the Creative Process	ED 262 508	EC
Critical Presentation Skills—Research to Practice	ED 291 205	EC
Cultural Values and Motivation	No ED#	EC
Curricula for the Gifted and Talented	ED 262 518	EC
Defining Giftedness	ED 262 519	EC
Delivering Special Education	ED 308 686	EC
Delivering Special Education: Statistics and Trends	ED 340 154	EC
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	EC
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	EC
Developing Leadership in Gifted Youth	ED 321 490	EC
Developing Learning Outcomes for Gifted Students	ED 352 775	EC
Developing Programs for Students of High Ability	ED 334 806	EC
Developing Programs for the Gifted and Talented	ED 262 520	EC
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	EC
Differentiating Curriculum for Gifted Students	ED 342 175	EC
Disabilities: An Overview	ED 291 203	EC
Disciplinary Exclusion of Special Education Students	ED 295 397	EC
Discovering Interests and Talents Through Summer Experiences	ED 321 496	EC
Discovering Mathematical Talent	ED 321 487	EC
Does Early Intervention Help?	ED 295 399	EC
Down Syndrome	ED 304 819	EC
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	EC
Educating Exceptional Children	ED 317 007	EC
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	EC
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	EC
Effective Practices for Preparing Young Children with Disabilities for School	ED 358 675	EC
Emotional Disturbances	ED 295 398	EC
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	EC
ERIC Basics: How to Use ERIC to Search Your Special Education Topic	ED 363 052	EC
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses	ED 363 053	EC
Evaluation of Programs for the Gifted and Talented	ED 262 510	EC
Extended School Year (ESY)	ED 321 503	EC
Federal Resources for Special Education	No ED#	EC
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	EC
Fostering Academic Creativity in Gifted Students	ED 321 489	EC
Fostering Peer Acceptance of Handicapped Students	ED 262 498	EC
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	EC
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	EC
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	EC
Gifted and Talented Handicapped, The	ED 262 522	EC
Gifted and Talented Students: An Overview	ED 287 257	EC
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	EC
Gifted Learners and the Middle School: Problem or Promise?	ED 386 832	EC
Giftedness and Learning Disabilities	No ED#	EC
Giftedness and the Gifted: What's It All About?	ED 321 481	EC
Guiding the Gifted Reader	ED 321 486	EC
Helping Adolescents Adjust to Giftedness	ED 321 494	EC
Helping Gifted Students with Stress Management	ED 321 493	EC
Helping Your Highly Gifted Child	ED 321 482	EC
Higher Education for Handicapped Students	No ED#	EC
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	EC

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How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	EC
How Parents Can Support Gifted Children	ED 352 776	EC
Identification of the Gifted and Talented	ED 262 523	EC
Identifying and Serving Recent Immigrant Children Who Are Gifted	ED 358 676	EC
IEP Review, The	No ED#	EC
Imperative for Educational Reform: Implications for Special Education	ED 262 504	EC
Including Students with Disabilities in General Education Classrooms	ED 358 677	EC
Individualized Education Program	No ED#	EC
Integrating Students with Severe Disabilities	ED 321 501	EC
Interactive Video for Special Education	ED 287 260	EC
Juvenile Corrections and the Exceptional Student	ED 340 153	EC
Leadership Skills Among the Gifted and Talented	ED 262 511	EC
Learning Disabilities, [#407]	ED 291 204	EC
Learning Disabilities, [#E516]	ED 352 779	EC
Learning Disabilities: Glossary of Some Important Terms [#E517]	ED 352 780	EC
Learning Related Visual Problems	ED 309 582	EC
Least Restrictive Environment	No ED#	EC
Leisure Education	No ED#	EC
Lesson Structure: Research to Practice	ED 291 206	EC
Life Skills Mastery for Students with Special Needs	ED 321 502	EC
Mainstreaming	No ED#	EC
Managing Inappropriate Behavior in the Classroom	No ED#	EC
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	EC
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	EC
Mental Retardation (1986)	ED 287 258	EC
Mental Retardation (1994)	ED 372 593	EC
Mentor Relationships and Gifted Learners	ED 321 491	EC
Mentorships for the Gifted and Talented	ED 262 512	EC
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	EC
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	EC
Minibibliography on Computers: Special Education Management, A	No ED#	EC
Minibibliography on the Role of the Computer and the IEP, A	No ED#	EC
Multicultural Education and the Exceptional Child	No ED#	EC
Multicultural Education for Exceptional Children	ED 333 620	EC
National and State Perspectives on Performance Assessment	ED 381 986	EC
Nondiscriminatory Evaluation	No ED#	EC
Nurturing Giftedness in Young Children	ED 321 492	EC
Nurturing Social-Emotional Development of Gifted Children	ED 372 554	EC
On Being a Surrogate Parent	No ED#	EC
Parents of Gifted Children	ED 262 527	EC
Parents' Rights and Responsibilities	ED 262 499	EC
Peer and Cross Age Teaching in Mainstream Classes	No ED#	EC
Personal Computers Help Gifted Students Work Smart	ED 321 488	EC
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	EC
Postsecondary Options for Learning Disabled Students	No ED#	EC
Preparing Children with Disabilities for School	ED 340 147	EC
Preparing Severely Handicapped Individuals for the World of Work	No ED#	EC
Preschool Gifted and Talented Child, The	ED 262 524	EC
Preschool Services for Children with Handicaps	ED 295 394	EC
Privacy and Confidentiality	No ED#	EC
Procedural Safeguards	No ED#	EC
Professional Training for Teachers of the Gifted and Talented	ED 262 525	EC
Professional Training Programs in Gifted Education	No ED#	EC
Providing an Appropriate Education to Children with Attention Deficit Disorder	ED 352 747	EC
Providing Curriculum Alternatives To Motivate Gifted Students	ED 372 553	EC
Reaching Handicapped Children in Their Early Years	No ED#	EC
Reading for the Gifted	ED 262 513	EC
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	EC
Relationship of the IEP to Grading and Graduation Requirements	No ED#	EC

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Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	EC
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	EC
Rights of the Handicapped	No ED#	EC
Selecting Software for Special Education Instruction	ED 287 259	EC
Self Identity and the Culturally Diverse Child	No ED#	EC
Serving the LD Student in a Vocational Education Classroom	ED 262 501	EC
Severe Disabilities	No ED#	EC
Severely Handicapped	No ED#	EC
Sex Education for Retarded Students	No ED#	EC
Should Gifted Students Be Grade-Advanced?	ED 370 295	EC
Special Education Dropouts	ED 295 395	EC
Special Education Job Market, The	No ED#	EC
Special Problems of Handicapped Minority Student	No ED#	EC
Stress Management for the Learning Disabled	ED 295 396	EC
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals	ED 357 317	EC
Students with Physical Disabilities and Health Impairment	ED 314 915	EC
Students with Specialized Health Care Needs	ED 309 590	EC
Substance Exposed Infants and Children	ED 340 149	EC
Suicide and the Exceptional Child	ED 340 152	EC
Supporting Gifted Education Through Advocacy	ED 321 499	EC
Teaching Children with Attention Deficit Disorder	ED 313 868	EC
Technology for the Gifted and Talented	ED 262 514	EC
Underachieving Gifted Students (1985)	ED 262 526	EC
Underachieving Gifted Students (1990)	ED 321 483	EC
Using Performance Assessment in Outcomes-Based Accountability Systems	ED 381 987	EC
Using Personal Computers to Acquire Special Education Information	ED 314 914	EC
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	EC
Visual Impairments	ED 349 774	EC
Visually Impaired Students in the Mainstream	No ED#	EC
Vocational Support Strategies for Students with Emotional Disorders	ED 383 152	EC
Volunteers in Special Education	No ED#	EC
What is a Handicapped Child?	No ED#	EC
What is Down Syndrome?	ED 262 505	EC
What is Dyslexia?	ED 262 500	EC
Who Needs a Surrogate Parent?	No ED#	EC

FL

Academic Achievement in a Second Language	ED 329 130	FL
Academic Alliances in Foreign Languages and Literatures	ED 289 365	FL
Access to Literacy Education for Language Minority Adults	ED 350 886	FL/LE
ACTFL Speaking Proficiency Guidelines	ED 347 852	FL
Adult ESL Learner Assessment: Purposes and Tools	ED 386 962	FL/LE
Adult ESL Literacy: Findings from a National Study	ED 365 169	FL/LE
Adult Literacy Practitioners as Researchers	ED 372 663	FL/LE
African-American Students and Foreign Language Learning	ED 345 583	FL
Alternative Assessment and Second Language Study: What and Why?	ED 376 695	FL
Approaches to Foreign Language Syllabus Design	ED 295 460	FL
Assessing Language Proficiency for Credit in Higher Education	ED 321 588	FL
Assessing the Literacy Needs of Adult Learners of ESL	ED 334 871	FL/LE
Children's Literature for Adult ESL Literacy	ED 353 864	FL/LE
Children's Writing in ESL	ED 303 046	FL
Closed Captioned Television for Adult LEP Literacy Learners	ED 321 623	FL/LE
Closed Captioned TV: A Resource for ESL Literacy Education	ED 372 662	FL/LE
Collaboration in Adult ESL and Family Literacy Education	ED 378 847	FL/LE

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	ED Number	CH
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs	ED 352 847	FL
Communicative Language Teaching: An Introduction and Sample Activities	ED 357 642	FL
Computer-Assisted Language Learning: Current Programs and Projects	ED 355 835	FL
Content-Centered Language Learning	ED 367 142	FL
Cooperative Learning for Students from Diverse Language Backgrounds	ED 347 853	FL
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	FL
Creating a Professional Workforce in Adult ESL Literacy	ED 369 308	FL/LE
Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation	ED 368 214	FL
Creative Activities for Teaching English as a Foreign Language	ED 333 713	FL
Cross-Age Tutoring in the Literary Club	ED 386 949	FL
Cross-Cultural Issues in Adult ESL Literacy Classrooms	ED 358 751	FL/LE
Cultural Considerations in Adult Literacy Education	ED 334 866	FL/LE
Current Terms in Adult ESL Literacy	ED 358 750	FL/LE
Developing Native Language Literacy in Language Minority Adult Learners	ED 358 747	FL/LE
Developing Tomorrow's Teachers of World Languages	ED 350 880	FL
Dialect Differences and Testing	ED 323 813	FL
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	FL
Dialogue Journals: Interactive Writing to Develop Language and Literacy	ED 354 789	FL/LE
Different Types of ESL Programs	ED 289 360	FL
Dropout Intervention and Language Minority Youth	ED 379 951	FL
Early Childhood Programs for Language Minority Students	ED 355 836	FL
Eight Approaches to Language Teaching	ED 277 280	FL
Elementary School Foreign Language Programs	ED 309 652	FL
English as a Second Language in Volunteer-Based Programs	ED 385 172	FL/LE
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	FL
English Plus	ED 350 884	FL
ESL and Bilingual Program Models	ED 362 072	FL
ESL in Special Education	ED 303 044	FL
ESL Instruction for Learning Disabled Adults	ED 379 966	FL/LE
ESL Instruction in Adult Education: Findings from a National Evaluation	ED 385 171	FL/LE
ESL Literacy for a Linguistic Minority: The Deaf Experience	ED 353 861	FL/LE
ESL Program Administration in Higher Education	ED 303 045	FL
ESL Teacher Certification	ED 276 306	FL
ESL Teacher Education	ED 289 361	FL
ESL Through Content-Area Instruction	ED 296 572	FL
Estimating Literacy in the Multilingual United States: Issues and Concerns	ED 372 664	FL/LE
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	FL/LE
Evaluating Workplace ESL Instructional Programs	ED 386 961	FL/LE
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	FL
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	FL
Foreign Language and International Studies High Schools	ED 276 307	FL
Foreign Language Careers: Translation. Q & A	ED 232 484	FL
Foreign Language Immersion Programs	ED 363 141	FL
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	FL
Foreign Language Learning and Children: The Parental Role	ED 289 366	FL
Foreign Language Learning: An Early Start	ED 328 083	FL
Foreign Language Organizations	No ED#	FL
Foreign Language Program Articulation from High School to the University	ED 321 586	FL
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	FL
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	FL
Foreign Language Requirements and Students with Learning Disabilities	ED 355 834	FL
Foreign Language Teacher Certification	ED 276 302	FL
Foreign Language Teacher Education—1987 Update	ED 289 362	FL
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	FL
Foreign Languages and International Business	ED 347 851	FL
Fostering Second Language Development in Young Children	ED 386 950	FL
Freirean Approach to Adult Literacy Education, The	ED 321 615	FL

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	ED Number	(CH)
Funds of Knowledge: Learning from Language Minority Households	ED 367 146	FL
Growing Old in America: Learning English Literacy in the Later Years	ED 367 197	FL/LE
Guidelines for Starting an Elementary School Foreign Language Program	ED 383 227	FL
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	FL
Implementing Middle School Foreign Language Programs	ED 333 714	FL
Incorporating Dialect Study into the Language Arts Class	ED 318 231	FL
Innovative Programs and Promising Practices in Adult ESL Literacy	ED 358 748	FL/LE
Instructional Conversations	ED 347 850	FL
Instructional Conversations in Native American Classrooms	ED 376 733	FL
Integrating Foreign Language and Content Instruction in Grades K-8	ED 381 018	FL
Integrating Language and Culture in Middle School American History Classes	ED 367 145	FL
Integrating Reading and Writing into Adult ESL Instruction	ED 358 749	FL/LE
International Literacy Year	ED 321 620	FL/LE
Internet for Language Teachers	ED 376 734	FL
Language and Literacy Education for Southeast Asian Refugees	ED 365 170	FL/LE
Language Aptitude Reconsidered	ED 318 226	FL
Language Experience Approach and Adult Learners, The	ED 350 887	FL/LE
Language Learning Strategies: An Update	ED 376 707	FL
Language Policy and Planning	ED 303 051	FL
Learner Assessment in Adult ESL Literacy	ED 353 863	FL/LE
Learner-Centered Worker Education Program, A	ED 334 872	FL/LE
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	FL
Linguistic Diversity in the United States: English Plus and Official English	ED 356 686	FL/LE
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	FL/LE
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	FL/LE
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	FL
Maintaining Foreign Language Skills	ED 296 573	FL
Measuring the Nation's Literacy: Important Considerations	ED 334 870	FL/LE
Myths and Misconceptions About Second Language Learning	ED 350 885	FL
Need for Foreign Language Competence in the United States, The	ED 276 304	FL
Older Language Learner, The	ED 287 313	FL
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1990)	ED 321 587	FL
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1992 Update)	ED 343 410	FL
Outreach and Retention in Adult ESL Literacy Programs	ED 383 241	FL/LE
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	FL
Personal Benefits of Foreign Language Study	ED 276 305	FL
Philosophies and Approaches in Adult ESL Literacy Instruction	ED 386 960	FL/LE
Planning Middle School Foreign Language Programs	ED 324 972	FL
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	FL
Public Relations for Foreign Languages, Q&A	ED 232 482	FL
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	FL/LE
Referring Language Minority Students to Special Education	ED 329 131	FL
Role of Culture in Foreign Language Education, The	ED 276 298	FL
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	FL/LE
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	FL
Second Language Classroom Research	ED 321 550	FL
Second Language Learning in a Social Context	ED 367 143	FL
Sheltered English Instruction	ED 301 070	FL
Simulated Oral Proficiency Interviews	ED 317 036	FL
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	FL
Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom	ED 367 144	FL
Staff Development for ABE and ESL Teachers and Volunteers	ED 353 862	FL/LE
Supervision of Second and Foreign Language Teachers, The	ED 324 971	FL
Talking Adult ESL Students into Writing: Building on Oral Fluency to Promote Literacy	ED 321 622	FL/LE
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	FL
Teaching ASL as a Second Language	ED 343 408	FL
Teaching Foreign Languages with Realia and Other Authentic Materials	ED 289 367	FL
Teaching Low-Level Adult ESL Learners	ED 379 965	FL/LE
Teaching Mathematics to Limited English Proficient Students	ED 317 086	FL/LE

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	ED Number	CH
Teaching Multilevel Adult ESL Classes	ED 383 242	FL/LE
Teaching Reading in a Foreign Language	ED 305 829	FL
Technology and Second Language Learning	ED 350 883	FL
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	FL
Testing Speaking Proficiency: The Oral Interview	ED 276 299	FL
Transitioning Adult ESL Learners to Academic Programs	ED 385 173	FL/LE
Translating and Interpreting Programs: A Scottish Example	ED 347 854	FL
Translation Profession, The	ED 345 540	FL
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective	ED 379 915	FL
Two-Way Language Development Programs	ED 321 589	FL
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers	ED 328 082	FL
Uses of Baby Talk, The	ED 318 230	FL
Using Computers with Adult ESL Literacy Learners	ED 343 462	FL/LE
Using Newspapers in the ESL in the Literacy Classroom	ED 321 619	FL/LE
Valuing Diversity in the Multicultural Classroom	ED 378 846	FL/LE
Vernacular Dialects in U.S. Schools	ED 289 364	FL
Vocational English-as-a-Second-Language Programs	ED 321 551	FL
We Can Talk: Cooperative Learning in the Elementary ESL Classroom	ED 382 035	FL
What Is Linguistics?	ED 278 255	FL
What Is Linguistics? [Revised]	ED 350 882	FL
Will the National Education Goals Improve the Progress of English Language Learners?	ED 362 073	FL
Working with Limited-English-Proficient Students in the Regular Classroom	ED 289 368	FL
Workplace ESL Instruction: Varieties and Constraints	ED 367 190	FL/LE
Workplace Literacy Programs for Nonnative English Speakers	ED 334 874	FL/LE

HE

"High Risk" Students and Higher Education: Future Trends	ED 325 033	HE
Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	HE
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations	ED 366 262	HE
Academic Program Reviews	ED 284 522	HE
Active Learning: Creating Excitement in the Classroom	ED 340 272	HE
Advisory Committee Advantage, The	ED 377 782	HE
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317100	HE
Blue Ribbon Commissions and Higher Education	ED 284 528	HE
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	HE
Campus Green: Fund Raising in Higher Education, The	ED 321 705	HE
Challenge of Diversity: Involvement or Alienation in the Academy?	ED 317 145	HE
Chicanos in Higher Education—Issues and Dilemmas for the 21st Century	ED 365 206	HE
College Alcohol and Drug Abuse Prevention Programs: An Update	ED 347 960	HE
College Alcohol Programs	ED 308 802	HE
College Choice: Understanding Student Enrollment Behavior	ED 333 854	HE
College Learning Improvement Programs	ED 284 512	HE
College Search Committees	ED 284 511	HE
College Student Assessment	No ED#	HE
College, the Constitution, and the Consumer Student, The	ED 284 524	HE
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	HE
Corporate Education	ED 301 142	HE
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities	ED 356 753	HE
Critical Need for College Student Personnel Services, A	ED 284 519	HE
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education	ED 358 812	HE
Department Chair: New Roles, Responsibilities and Challenges, The	ED 363 165	HE
Development Officer in Higher Education. Toward an Understanding of the Role, The	ED 382 106	HE
Educating Part-Time Adult Learners in Transition	ED 360 946	HE
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	HE

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Enhancing a College's Fund-Raising Ability	ED 308 799	HE
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process	ED 368 321	HE
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	HE
Faculty Consulting and Supplemental Income	ED 284 521	HE
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	HE
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	HE
Faculty Job Satisfaction: Women and Minorities in Peril	ED 355 859	HE
Faculty Participation in Decision Making	ED 284 520	HE
Flexibility in Academic Staffing	ED 284 523	HE
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	HE
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	HE
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education	ED 358 811	HE
Leadership Compass Values and Ethics in Higher Education	ED 350 970	HE
Leadership in Higher Education	ED 301 144	HE
Learning Styles	ED 301 143	HE
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	HE
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation	ED 368 255	HE
Master's Degree, The	ED 301 140	HE
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education	ED 383 278	HE
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	HE
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles	ED 370 507	HE
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	HE
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	HE
Paying for College: Savings Plan vs. Prepayment	ED 308 797	HE
Post-Tenure Faculty Evaluation	ED 284 529	HE
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	HE
Preparing for a Global Community	ED 350 971	HE
Prices, Productivity, and Investment; Assessing Financial Strategies in Higher Education	ED 382 092	HE
Professional Education	ED 284 527	HE
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	HE
Public Image and the University	ED 301 145	HE
Public Service in Higher Education: Practices and Priorities	ED 284 515	HE
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	HE
Quality—Transforming Postsecondary Education	ED 350 972	HE
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	HE
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety	ED 355 860	HE
Reducing Stress Among Students	ED 284 526	HE
Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	HE
Retirement Programs for Faculty	ED 301 141	HE
Selecting College and University Personnel	ED 301 139	HE
Self-Study in Higher Education: the Path to Excellence	ED 284 510	HE
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	HE
Sexual Harassment in Higher Education From Conflict to Community	ED 364 134	HE
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	HE
Strategic Planning (1988)	No ED#	HE
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	HE
Student as Commuter: Developing a Comprehensive Institutional Response, The	ED 319 297	HE
Student Financial Aid and Women	ED 284 525	HE
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	HE
Student Stress: Effects and Solutions	ED 284 514	HE
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	HE
Turning Teaching into Learning, The Role of Student Responsibility in the Collegiate Experience	ED 372 702	HE
Volunteer Work by Undergraduates	ED 308 801	HE
Working with Trustees	ED 301 138	HE

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IR

	ED Number	CH
Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	IR
Access Points to ERIC: Update 1992	ED 365 354	IR
Access Points to ERIC: Update 1995	ED 381 178	IR
Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	IR
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	IR
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	IR
Administrative Issues in Planning a Library End User Searching Program	ED 278 416	IR
Alternative Assessment and Technology	ED 365 312	IR
Automation for the School Library Media Center	ED 327 217	IR
Building Databases for Education	ED 270 107	IR
Cable Television in the Classroom	ED 371 727	IR
CD-ROM for Educators	ED 290 463	IR
Changing Roles of the Media Specialist	ED 284 532	IR
Competency-Based Education for Media Professionals	ED 232 707	IR
Computer Equity	No ED#	IR
Computer Literacy for Teachers	ED 254 210	IR
Computer Software: Copyright and Licensing Considerations for Schools and Libraries	ED 308 856	IR
Computer Uses in Secondary Science Education	ED 331 489	IR
Computer-Assisted Instruction: Authoring Languages	ED 281 504	IR
Copyright Issues for the Electronic Age	ED 381 177	IR
Course Integrated Library Instruction	ED 306 960	IR
Creating and Maintaining the Bibliographic Database for Library Automation	ED 321 773	IR
Curriculum Roles and Responsibilities of Library Media Specialists	ED 308 880	IR
Delivery Systems for Distance Education	ED 304 111	IR
Developing Metacognition	ED 327 218	IR
Distance Education and the Changing Role of the Library Media Specialist	ED 327 221	IR
Economics of Information in Education	ED 253 255	IR
Educational Technology and Distance Education	ED 232 617	IR
Electronic Networking	ED 278 417	IR
Electronic Networks	ED 254 211	IR
Electronic Portfolios: A New Idea in Assessment	IR 017 594	IR
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	IR
ERIC for Practitioners	ED 270 101	IR
ERIC on CD-ROM: Update (May 1988)	ED 300 031	IR
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	IR
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	IR
Fax for Library Services	ED 341 407	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (December 1993)	ED 366 330	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (April 1983)	ED 232 616	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (September 1995)	ED 387 117	IR
Hypertext: Behind the Hype	ED 308 882	IR
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	IR
Impact of School Library Media Centers on Academic Achievement, The	ED 372 759	IR
Implementing Information Power	ED 308 857	IR
Information Literacy for Lifelong Learning	ED 358 870	IR
Information Literacy in an Information Society	ED 372 756	IR
Information Skills for an Information Society: A Review of Research	ED 327 216	IR
Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	IR
Instructional Development for Distance Education	ED 351 007	IR
Integrated Library Systems	ED 381 179	IR
Interactive Multimedia Computer Systems	ED 340 388	IR
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	IR
Internet Basics	ED 348 054	IR

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Internet Basics: Update 1996	IR 055 852	IR
Introduction to Internet Resources for K-12 Educators, An Part II: Question Answering Listservs, Discussion Groups, Update 1996	IR 017 607	IR
Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups	ED 372 758	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, Update 1996, An	IR 017 606	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, An	ED 372 757	IR
Libraries and the Internet	ED 377 880	IR
Libraries for the National Education Goals	ED 345 753	IR
Library and Information Services for Productivity	ED 327 220	IR
Library and the Latchkey, The	ED 331 512	IR
Library Support Staff in an Age of Change: Utilization, Role Definition, and Status	ED 382 197	IR
Local Area Networks for K-12 Schools	ED 389 277	IR
Managing Computer Software Collections	ED 254 213	IR
Microcomputer Courseware Evaluation Sources	ED 270 102	IR
Microcomputers: Some Basic Resources	ED 233 711	IR
Museums and Schools as Partners	ED 278 380	IR
Myths and Realities about ERIC	ED 345 756	IR
National Information Infrastructure: Policy Trends and Issues	ED 368 324	IR
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	IR
National Research and Education Network (NREN): Update 1991, The	ED 340 390	IR
Networking and Microcomputers	ED 253 256	IR
Networking: K-12	ED 354 903	IR
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	IR
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	IR
New Access Points to ERIC: CD-ROM Versions	ED 283 533	IR
Novice User and CD-ROM Database Services, The	ED 300 032	IR
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	IR
Optical Disk Formats: A Briefing	ED 303 176	IR
Plugging in to Computer Bulletin Boards	ED 278 381	IR
Postmodern Educational Technology	ED 348 042	IR
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	IR
Psychological Dimensions of User-Computer Interfaces	ED 337 203	IR
Public Libraries and Cultural Diversity	ED 358 871	IR
Reappraisal of Instructional Television, A	ED 294 569	IR
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	IR
Role of Libraries in Literacy Education, The	ED 330 373	IR
Say "YES" to Telephone Lines in the Classroom	ED 377 829	IR
School-University Partnerships and Educational Technology	ED 358 840	IR
Selecting Microcomputer Courseware	ED 315 062	IR
Seven Steps to Responsible Software Selection	ED 382 157	IR
Software Copyright Interpretation	ED 261 649	IR
Software Evaluation for Microcomputer Programs	No ED#	IR
Strategies for Teaching at a Distance	ED 351 008	IR
Technology and Equity	ED 339 400	IR
Technology Options for Libraries	ED 303 177	IR
Telecommunications and Distance Education	ED 358 841	IR
Teleconferencing in Education	ED 254 214	IR
Television Violence and Behavior: A Research Summary	ED 366 329	IR
Trends & Issues in Library and Information Science, 1990	ED 340 389	IR
Trends and Issues in Educational Technology: 1989	ED 320 569	IR
Trends in Educational Technology, 1991	ED 343 617	IR
Trends in Educational Technology: 1989	ED 308 858	IR
Trends in Library and Information Science: 1989	ED 308 884	IR
Use of Local Area Networks in Schools	ED 316 249	IR
Videodiscs in Education	ED 270 103	IR
Videotapes: Copyright and Licensing Considerations for Schools and Libraries	ED 308 855	IR

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Videotex 1983: An ERIC Fact Sheet	ED 232 618	IR
Videotex 1985: Educational Applications	ED 270 104	IR
Virtual Reality: An Overview	ED 386 178	IR
What is an Expert System?	ED 335 058	IR
Whole Language in an Elementary School Library Media Center	ED 346 874	IR
Wired Campus, The	ED 304 112	IR

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Administrator and Faculty Ethics Codes in Community College	ED 360 037	JC
Alternative Scheduling	ED 296 766	JC
American Indians in Higher Education: The Community College Experience	ED 351 047	JC
Approaches to Staff Development for Part-Time Faculty	ED 270 180	JC
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	JC
Are New Models of Student Development Needed?	ED 321 791	JC
Assessing Student Degree Aspirations	ED 261 754	JC
Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	JC
Assessing the Student Attrition Problem	ED 287 522	JC
Assessment of Educational Outcomes	ED 321 834	JC
Assessment of Entering Students	ED 353 006	JC
Bolstering the Community College Transfer Function	ED 276 492	JC
Challenging the "Revolving Door Syndrome"	ED 361 057	JC
Commitment to Transfer	ED 310 832	JC
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	JC
Community College Foundations	ED 304 170	JC
Community College Honors Programs	ED 353 007	JC
Community College Professor: Teacher and Scholar, The	ED 272 248	JC
Community College Role in Achieving Adult Literacy, The	ED 333 951	JC
Community College Students in the Fine and Performing Arts	ED 292 485	JC
Community Colleges as Facilitators of School-to-Work	ED 383 360	JC
Community Colleges: General Information and Resources	ED 377 911	JC
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	JC
Community Needs Assessment Surveys	ED 200 299	JC
Controversies Surrounding Developmental Education in the Community College	ED 286 557	JC
Correctional Education and the Community College	ED 321 835	JC
Counting the Reverse Transfer Students	ED 261 757	JC
Creating and Maintaining a Diverse Faculty	ED 386 261	JC
Critical Thinking in Community Colleges	ED 348 128	JC
Current Status of the Associate Degree	ED 261 758	JC
Describing the Non-Liberal Arts Community College Curriculum	ED 358 894	JC
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	JC
Educational Accountability	ED 286 551	JC
Enrollment Management	ED 286 558	JC
ESL Population and Program Patterns in Community Colleges	ED 353 022	JC
First-Generation College Students	ED 351 079	JC
Future Learning: Distance Education in Community Colleges	ED 385 311	JC
General Education and the Community College	ED 304 196	JC
General Education in Community Colleges	ED 362 253	JC
High School-Community College Collaboration	ED 286 559	JC
Improving Academic Advising at the Community College	ED 320 647	JC
Improving Student Retention in Community Colleges	ED 276 493	JC
Improving the Performance of the Hispanic Community College Student	ED 358 907	JC
In the Shadow of Baccalaureate Institutions	ED 348 129	JC
Incorporating Humanities Instruction in Vocational Programs	ED 353 005	JC
Indicators of Institutional Effectiveness	ED 385 310	JC
Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience, The	ED 386 242	JC

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Institutional Distinctiveness: The Next Item on the Community College Agenda	ED 304 197	JC
Instructional Role of the Two-Year College Learning Resources Center, The	ED 304 195	JC
Internationalizing the Community College: Examples of Success	ED 321 833	JC
Internet Resources for Community College	ED 385 326	JC
Job Satisfaction Among Community College Faculty	ED 296 765	JC
Labeling Courses and Students	ED 273 337	JC
Learning Centers for the 1990's	ED 338 295	JC
Liberal Arts at the Community College	ED 351 091	JC
Measuring Student Outcomes Through the Associate Degree	ED 269 116	JC
Methods of Securing Alternative Funding for Community Colleges	ED 286 552	JC
Multidimensional Problem of Articulation and Transfer	ED 288 577	JC
Organizing Institutional Research in the Community College	ED 320 648	JC
Positioning Community Colleges Via Economic Development	ED 269 115	JC
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges	ED 333 943	JC
Program Review	ED 291 441	JC
Project for Adult College Education (PACE): Student Charactenstics, Perceptions, and Writing Development, The	ED 385 316	JC
Projecting the Future of Community Colleges	ED 388 351	JC
Proposal Writing for Two-Year Colleges	ED 353 004	JC
Quality Circles in the Community College	ED 353 008	JC
Recent Strategies for Faculty Development	ED 371 307	JC
Role of Scholarship in the Community College, The	ED 338 294	JC
Role of the Community College in Economic and Workforce Development, The	ED 339 443	JC
Searching ERIC by Computer	No ED#	JC
Should Your College Start a Center for the Delivery of Contract Training Programs?	ED 270 138	JC
Status and Scope of Faculty Evaluation, The	ED 385 315	JC
Status of the Transfer Function, The	ED 286 550	JC
Strengthening Transfer Opportunities in the Community College	ED 261 756	JC
Student Assessment - Humanities	ED 286 553	JC
Student Assessment - Literacy	ED 286 554	JC
Student Assessment - Mathematics	ED 287 523	JC
Student Assessment - Science	ED 286 555	JC
Student Assessment - Social Science	ED 286 556	JC
Student Tracking Systems in Community Colleges	ED 310 833	JC
Survival of Private Junior Colleges, The	ED 327 222	JC
Tech Prep/Associate Degree (TPAD) Academic Outcomes	ED 367 415	JC
Two-Year College Students: A Statistical Profile	ED 351 092	JC
Two-Year Colleges	ED 353 009	JC
What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings	ED 261 759	JC
Writing Across the Curriculum Programs at Community Colleges	ED 333 952	JC
Writing Instruction in the Two-Year College	ED 272 258	JC

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Ability Grouping in Elementary Schools	ED 290 542	PS
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies	ED 351 147	PS
Approaches to School-Age Child Care	ED 335 158	PS
Appropriate Public School Programs for Young Children	ED 321 890	PS
Asian-American Children: What Teachers Should Know	ED 369 577	PS
Assessing Preschoolers' Development	ED 232 760	PS
Assessing the Development of Preschoolers	ED 372 875	PS
Benefits of Mixed-Age Grouping, The	ED 382 411	PS
Beyond Transition: Ensuring Continuity in Early Childhood Services	ED 345 867	PS
Changing Face of Parenting Education, The	ED 382 406	PS
Child Care Directors' Training and Qualifications	ED 301 363	PS
Child Care Resource and Referral Agencies	ED 338 444	PS
Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	PS

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Children's Nutrition and Learning	ED 369 579	PS
Children's Peer Relationships	ED 265 936	PS
Choosing Software for Children	ED 267 914	PS
Classroom Management	ED 232 759	PS
Collaboration: The Prerequisite for School Readiness and Success	ED 356 906	PS
Cooperative Learning Strategies and Children	ED 306 003	PS
Cooperative Problem-Solving in the Classroom	ED 310 881	PS
Creativity in Young Children	ED 306 008	PS
Developing Homework Policies	ED 256 473	PS
Development of Social Competence in Children, The	ED 281 610	PS
Developmentally Appropriate Programs	ED 356 101	PS
Dispositions as Educational Goals	ED 363 454	PS
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	PS
Educating Language-Minority Children	ED 317 273	PS
El Método Llamado Proyecto (The Project Approach)	ED 380 238	PS
Encouraging Young Children's Writing	ED 327 312	PS
Escalating Kindergarten Curriculum	ED 308 989	PS
Family Involvement in Early Multicultural Learning	ED 380 240	PS
Fostering Resilience in Children	ED 386 327	PS
Four-Year Olds and Public Schooling	ED 325 204	PS
Full-Day Kindergarten Programs	ED 382 410	PS
Full-Day or Half-Day Kindergarten?	ED 256 474	PS
Grade Retention and Promotion	ED 267 899	PS
Guía Para Ver La Televisión En Familia (Guidelines for Family Television Viewing)	ED 380 236	PS
Guidelines for Family Television Viewing	ED 320 662	PS
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	PS
Head Start Experience, The	ED 327 313	PS
Health Care, Nutrition, and Goal One	ED 356 102	PS
Hispanic Parent Involvement in Early Childhood Programs	ED 382 412	PS
Homeless Children: Meeting the Educational Challenges	ED 356 099	PS
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	PS
How Can We Teach Critical Thinking?	ED 326 304	PS
How Children Develop Racial Awareness	ED 232 761	PS
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	PS
Infant Child Care	ED 333 963	PS
Infant Day Care: The Critical Issues	ED 301 362	PS
Integrate, Don't Isolate! - Computers in the Early Childhood Curriculum	ED 376 991	PS
Integrated Curriculum in the Middle School	ED 351 095	PS
Integrating Children with Disabilities into Preschool	ED 369 581	PS
Internet and Early Childhood Educators: Some Frequently Asked Questions, The	ED 382 409	PS
Involving Parents in the Education of Their Children	ED 308 988	PS
La Disciplina Positiva (Positive Discipline)	ED 380 237	PS
La Evaluación del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers)	ED 380 239	PS
Lasting Benefits of Preschool Programs	ED 365 478	PS
Latchkey Children	ED 290 575	PS
Latchkey Children and School-Age Child Care	ED 301 360	PS
Library Latchkey Children	ED 343 687	PS
Measuring Kindergartners' Social Competence	ED 327 314	PS
Microcomputers and Young Children	ED 327 295	PS
Mixed-Age Groups in Early Childhood Education	ED 308 990	PS
Montessori Programs in Public Schools	ED 348 165	PS
Multiple Perspectives on the Quality of Early Childhood Programs	ED 355 041	PS
Nature of Children's Play, The	ED 307 967	PS
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	PS
Nutrition Programs for Children	ED 369 580	PS
On Standardized Testing	ED 338 445	PS
Only Child, The	ED 256 475	PS
Parent Education and Support Programs	ED 320 661	PS

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Parent, Family, and Community Involvement in the Middle Grades	ED 387 273	PS
Parents and Schools	ED 269 137	PS
Peer Conflicts in the Classroom	ED 372 874	PS
Performance Assessment in Early Childhood Education: The Work Sampling System	ED 382 407	PS
Planning for Parent Participation in Schools for Young Children	ED 342 463	PS
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	PS
Positive Discipline	ED 327 271	PS
Praise in the Classroom	ED 313 108	PS
Problem Solving in Early Childhood Classrooms	ED 355 040	PS
Project Approach, The	ED 368 509	PS
Protecting Children from Inappropriate Practices	ED 326 305	PS
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	PS
Readiness for Kindergarten	ED 291 514	PS
Readiness: Children and Schools	ED 330 495	PS
Reggio Emilia: Some Lessons for U.S. Educators	ED 354 988	PS
Resource Rooms for Children: An Innovative Curricular Tool	ED 369 576	PS
Risks of Rewards, The	ED 376 990	PS
Role of Motivation in the Elementary School	ED 232 758	PS
Role of Parents in the Development of Peer Group Competence	ED 346 992	PS
Screening for School Entry	ED 281 607	PS
Self-Esteem and Narcissism: Implications for Practice	ED 358 973	PS
Shifting Kindergarten Curriculum, The	ED 293 630	PS
Shy Child, The	ED 295 741	PS
Staff "Burnout" in Child Care Settings	ED 327 296	PS
Supporting Girls in Early Adolescence	ED 386 331	PS
Teacher-Parent Partnerships	ED 351 149	PS
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	PS
Teaching with a Multicultural Perspective	ED 339 548	PS
Training Day Care Providers	ED 281 608	PS
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	PS
Using Federal Funds To Improve Child Care	ED 365 468	PS
Video Games and Children	ED 365 477	PS
Violence and Young Children's Development	ED 369 578	PS
Violence in Sports	ED 316 547	PS
What Should Young Children Be Learning?	ED 290 554	PS
What's Happening to American Families?	ED 330 496	PS
Working with Working Families	ED 326 324	PS
Young Children's Oral Language Development	ED 301 361	PS
Young Children's Social Development: A Checklist	ED 356 100	PS

RC

Academic Effectiveness of Small-Scale Schooling (An Update)	ED 372 897	RC
Achievement Trends for Rural Students	No ED#	RC
Adult Literacy Programs in Rural Areas	ED 321 966	RC
Advantages of Small Schools, The	ED 265 988	RC
Alternative Funding Sources for Migrant Education	ED 260 872	RC
American Indian/Alaskan Native Learning Styles: Research and Practice:	ED 335 175	RC
American Indian Children's Literature: An Update	ED 259 871	RC
American Indian Education: A Quick Look at ERIC	No ED#	RC
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	RC
Approaching Evaluation in Small Schools	ED 296 816	RC
Assessment for American Indian and Alaska Native Learners	ED 385 424	RC
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	RC
Bilingual Special Education is Appropriate for Mexican American Children with MildlyC Handicapping Conditions	ED 293 679	RC

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ERIC Digests (by Clearinghouse)

	ED Number	CH
Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	RC
Blueprints for Indian Education: Improving Mainstream Schooling	ED 372 898	RC
Blueprints for Indian Education: Languages and Cultures	ED 372 899	RC
Blueprints for Indian Education: Research and Development Needs for the 1990s	ED 357 908	RC
Brief History of Bilingual Education in Spanish, A,	ED 308 055	RC
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	RC
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	RC
Career Education Counseling for Migrant Students	ED 273 397	RC
Career Education for a Global Economy	ED 355 457	RC
Case Method of Teacher Education: Alaskan Models, The	ED 321 965	RC
Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	RC
Changing Schools through Experiential Education	ED 345 929	RC
Charting New Maps: Multicultural Education in Rural Schools	ED 348 196	RC
Chicanos and Politics	No ED#	RC
Classroom Strategies for Teaching Migrant Children About Child Abuse	ED 293 681	RC
Cultivating Resilience: An Overview for Rural Educators and Parents	ED 372 904	RC
Current Condition of Native Americans, The	ED 348 202	RC
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	RC
Developing Supplemental Funding: Initiatives for Rural and Small Schools	ED 357 910	RC
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	RC
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	RC
Directory of Organizations and Programs in Rural Education, A	ED 273 423	RC
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity	ED 388 492	RC
Economic Support for Education in Rural School Districts	ED 308 059	RC
Educational Testing for Migrant Students	ED 287 654	RC
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	RC
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	RC
Energy Conservation in Small Schools	ED 261 818	RC
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	RC
ERIC: Outdoor Education Resources	No ED#	RC
Establishing an Outdoor Education Organization	ED 286 701	RC
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	RC
Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	RC
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	RC
Exploring Alternatives to Consolidation	ED 296 817	RC
Facilitating Certification and Professional Development for Small Schools	ED 260 884	RC
Facilitating Postsecondary Outcomes for Mexican Americans	ED 372 903	RC
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	RC
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	RC
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 875	RC
Forging Partnerships between Mexican American Parents and the Schools	ED 388 489	RC
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	RC
Health Problems Among Migrant Farmworkers' Children in the U.S.	ED 357 907	RC
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	RC
Hispanic Culture and Literature: An Overview	ED 288 667	RC
Hispanics in Higher Education: Trends in Participation	ED 357 911	RC
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	RC
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	RC
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	RC
Improving Evaluation in Experiential Education	ED 376 998	RC
Improving the Science and Mathematics Achievement of Mexican American Students Through Culturally Relevant Science	ED 296 819	RC
Instructional Strategies for Migrant Students	ED 388 491	RC
Integrated Services: A Summary for Rural Educators	ED 357 906	RC
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	RC
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	RC
Library Services for Mexican Americans: Problems and Solutions	No ED#	RC
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	RC
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	RC

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	ED Number	(CH)
Mexican American Special Education	ED 287 656	RC
Mexican American Women: Schooling, Work, and Family	ED 388 490	RC
Mexican Americans In Higher Education	No ED#	RC
Mexican Immigrants in High Schools: Meeting Their Needs	ED 357 905	RC
Middle Level Education in Rural America	ED 385 426	RC
Migrant Education: A Quick Look at ERIC	ED 259 872	RC
Migrant Farmworkers and their Children	ED 376 997	RC
Migrant Parents Can Evaluate Education	No ED#	RC
Migrant Student Record Transfer System (MSRTS): An Update, The	ED 357 909	RC
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	RC
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	RC
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	RC
Motivating American Indian Students in Science and Math	ED 296 812	RC
Motivating American Indians into Graduate Studies	ED 286 703	RC
Motivating the Mexican American Student	ED 287 657	RC
Multi-Cultural Education and Mexican Americans	No ED#	RC
National Data for Studying Rural Education: Elementary and Secondary Education Applications	ED 383 518	RC
Nontraditional Education in Rural Districts	ED 308 054	RC
Out of the Fields and Into Computers	ED 259 873	RC
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	RC
Outdoor Education Activities for Elementary School Students	ED 260 873	RC
Outdoor Education and Troubled Youth	ED 385 425	RC
Outdoor Education for Behavior Disordered Students	ED 261 811	RC
Outdoor Education: A Directory of Organizations and Activities	No ED#	RC
Outdoor Education: Definition and Philosophy	ED 267 941	RC
Outdoor Programs for Gifted Children	No ED#	RC
Parent Involvement and Migrant Education	No ED#	RC
Parents' Role and Responsibilities in Indian Education	No ED#	RC
Planning a Class Camping Trip	ED 260 883	RC
Planning Staff Development Programs for Rural Teachers	ED 260 874	RC
Preparing Rural Students for an Urban Environment	ED 296 818	RC
Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	RC
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	RC
Public School Administration on Indian Reservations	ED 260 869	RC
Reading Achievement in Rural Areas	No ED#	RC
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	RC
Reauthorized Migrant Education Program: Old Themes and New	ED 380 267	RC
Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	RC
Relationship of State Departments of Education with Rural Schools	ED 232 796	RC
Role of Rural Schools in Rural Community Development, The	ED 384 479	RC
Rural Options for Gifted Education	ED 284 716	RC
Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	RC
Rural School Consolidation and Student Learning.	ED 384 484	RC
Rural Student Achievement: Elements for Consideration	ED 289 658	RC
Rural—A Concept Beyond Definition?	ED 296 820	RC
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	RC
Shared Services for Rural and Small Schools	ED 259 874	RC
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	RC
Small Scale and School Culture: The Experience of Private Schools	ED 376 996	RC
Small School Principal and School-Community Relations, The	ED 232 798	RC
Small Schools: An International Overview	ED 317 332	RC
Special Education in Rural Areas: The Problems...and Some Solutions	No ED#	RC
Standardized Testing of American Indian Students	ED 296 813	RC
Successful Instructional Practices for Small Schools	ED 326 352	RC
Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	RC
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	RC
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	RC
Teaching the Abused Migrant Child; What's a Teacher to Do	ED 293 680	RC
Thinking in Outdoor Inquiry	ED 348 198	RC

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Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	RC
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts	ED 321 964	RC
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	RC
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	RC
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	RC
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities	ED 335 176	RC
Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	RC
Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	RC
Utilizing Available Resources at the Local Level	ED 286 702	RC
What are the Goals for School-Community Relations?	No ED#	RC
What Can I Become: Educational Aspirations of Students in Rural America	ED 345 931	RC
What Is the Effect of Small-Scale Schooling on Student Achievement?	ED 308 062	RC

SE

"TBILISI + 10" International Congress: Background, The	ED 277 543	SE
Accountability in Mathematics Education	ED 319 628	SE
Achievement in Mathematics Education (#1) (1984)	ED 260 890	SE
Achievement in Mathematics Education (Information Bulletin #2) (1984)	ED 260 892	SE
Achievement in Science, 1983	No ED#	SE
African Americans in Science: Books for Young Readers	ED 382 455	SE
Approaching Standards for Mathematics Assessment	ED 359 069	SE
Assessing Student Performance in Science	ED 359 068	SE
Attitude Research in Science Education	ED 259 941	SE
Certification of Teachers of Mathematics	No ED#	SE
Cognitive Learning in the Environment: Elementary Students	ED 287 684	SE
Cognitive Learning in the Environment: Secondary Students	ED 286 756	SE
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics	ED 335 238	SE
Computer Networks for Science Teachers	ED 359 044	SE
Current Projects and Activities in K-12 Science Education Curriculum Development	ED 324 194	SE
Current Reform Efforts in Mathematics Education	ED 372 969	SE
Current Research in Environmental Education	ED 274 557	SE
Curriculum and Evaluation Standards for Mathematics Education	ED 319 630	SE
Curriculum Change in Secondary School Mathematics	No ED#	SE
Doing Mathematics With Your Child	ED 372 967	SE
Doing Science With Your Children	ED 372 952	SE
Earth Systems Education	ED 359 049	SE
Education-Business Partnerships: Scientific Work Experience Programs	ED 359 045	SE
Effects of Homogeneous Groupings in Mathematics, The	ED 359 065	SE
Environmental Education for a Sustainable Future	ED 320 765	SE
Environmental Education for Adult Learners	ED 335 239	SE
Environmental Education Program Evaluation	No ED#	SE
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	SE
Environmental Literacy	ED 351 201	SE
Environmental Studies and Environmental Careers	ED 359 064	SE
Females and Mathematics	No ED#	SE
Field Instruction in School Settings	ED 259 935	SE
Finding Funding for Environmental Education Efforts	ED 359 067	SE
Fruit Bats, Cats, and Naked Mole Rates: Lifelong Learning at the Zoo	ED 372 966	SE
Global Issues and Environmental Education	ED 359 051	SE
Helping Low-Achieving Students in Mathematics	No ED#	SE
Impact of Educational Reform on Science Education, The	ED 320 764	SE
Instruction in Awareness of Environmental Issues	ED 259 940	SE
Interdisciplinary Environmental Education	No ED#	SE
Learning About Tasks Computers Can Perform	ED 380 280	SE

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	ED Number	(CH)
Learning Activities for Environmental Education	No ED#	SE
Learning in The Environment	No ED#	SE
Learning of Mathematics, The	ED 265 050	SE
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	SE
Locating the "E" in S/T/S	No ED#	SE
Look at National and International Environmental Education Conferences, A	No ED#	SE
Making Mathematical Connections in High School	ED 380 310	SE
Making Mathematical Connections in Middle School	ED 380 309	SE
Making Mathematical Connections in the Early Grades	ED 380 308	SE
Marine and Aquatic Education	No ED#	SE
Mathematics Learning in the Elementary School	ED 294 719	SE
Mathematics Learning in the Secondary School	ED 297 935	SE
Mathematics Teacher Supply and Demand	No ED#	SE
Meeting National Goals for 2000 and Beyond in Science Education	No ED#	SE
Meeting National Goals for 2000 and Beyond in Mathematics Education	ED 335 210	SE
Meta-Analysis Research on Science Instruction	ED 259 939	SE
Microcomputers and Mathematics Instruction	No ED#	SE
Microcomputers and Science Teaching	No ED#	SE
Microcomputers in Educational Settings: Data for Searches	No ED#	SE
Microcomputers in the Science Classroom	ED 309 050	SE
Multicultural Mathematics: A More Inclusive Mathematics	ED 380 295	SE
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	SE
Population Education	No ED#	SE
Problem of Problem Solving	No ED#	SE
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	SE
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	SE
Promoting a Concern for the Environment	ED 351 206	SE
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	SE
Recent Developments in College Science Programs and Courses	ED 320 758	SE
Recent Research on Mathematics Instruction	ED 266 019	SE
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	SE
Research Related to Instructional Materials for Science	ED 265 013	SE
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	SE
Resources for Educational Materials Related to Science Education K-12	ED 321 972	SE
Review of the Literature on Blacks and Mathematics, A	ED 260 945	SE
Review of "Research Within Reach: Science Education", A	ED 259 938	SE
Role of Calculus in College Mathematics, The	ED 321 970	SE
Role of Review in Mathematics Instruction	ED 260 891	SE
Role of the Laboratory in Science Teaching, The	No ED#	SE
S in "Back to the Basics" Stands for Science, The	No ED#	SE
Safety Hazards in Science Classrooms	ED 274 556	SE
Science Education: United States and Elsewhere School Students	No ED#	SE
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students	ED 282 776	SE
Science Teacher Supply and Demand	No ED#	SE
Science-Technology Society in the Science Curriculum	ED 274 513	SE
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	SE
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	SE
Selected Procedures for Improving the Science Curriculum	ED 325 303	SE
Simulation Activities for Environmental Education	No ED#	SE
Some Implications for Science Education from National Report	ED 259 937	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	SE

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Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science	ED 320 763	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics	ED 321 974	SE
Sources of Information about Science Activities for Special Students	No ED#	SE
Sources of Information on Science Careers	No ED#	SE
State Education Agencies and Environmental Education	No ED#	SE
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	SE
Studying the Future Through Environmental Education	ED 259 936	SE
Teaching About Hazardous Materials	ED 265 075	SE
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	SE
Teaching Critical Thinking through Environmental Education	ED 324 193	SE
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	SE
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	SE
Teaching Problem Solving—Secondary School Science	ED 309 049	SE
Teaching Science Through Inquiry	ED 359 048	SE
Update on Microcomputers and Mathematics Instruction	No ED#	SE
Using Computers for Environmental Education	ED 260 907	SE
Using Manipulative Materials to Learn Mathematics	No ED#	SE
Using the Child's Environment to Teach at Home and School	ED 372 968	SE

SO

Academic Freedom in the Public Schools	ED 253 458	SO
Achievement of Goal Three of the Six National Education Goals	ED 360 221	SO
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies	ED 329 486	SO
Achieving History Standards in Elementary Schools	ED 373 020	SO
Active Learning	ED 253 468	SO
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	SO
African Social Studies Program: An Effort to Improve Curriculum and Instruction Across 17 African Nations, The	ED 291 665	SO
Alternative Assessment: Implications for Social Studies	ED 360 219	SO
Art Education in the Social Studies	SO 025 727	SO
At Issue: Free Enterprise Education	ED 253 462	SO
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	SO
Children's Fiction as a Source for Social Studies Skill-Building	ED 285 797	SO
Civic Education for Constitutional Democracy: An International Perspective	SO 025 728	SO
Civic Education for Global Understanding	ED 370 882	SO
Civic Education in Schools	ED 301 531	SO
Civic Education Through Service Learning	SO 025 114	SO
Commemorating the Bicentennial of the U.S. Constitution	ED 272 431	SO
Community Service and Civic Education	ED 309 135	SO
Community Study	ED 268 065	SO
Computer Databases: Applications for the Social Studies	ED 264 167	SO
Computers in Social Studies Classrooms	ED 296 950	SO
Connections Between Language Education and Civic Education	ED 348 318	SO
Controversial Issues in the Classroom	ED 327 453	SO
Controversial Issues: Concerns for Policymakers	ED 253 465	SO
Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	SO
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	SO
Core Ideas of Lessons from History:blackpantherEssential Understandings and Historical Perspectives Students Should Acquire, The	ED 363 527	SO
Critical Thinking in the Social Studies	ED 272 432	SO
Economics in the Curriculum	ED 296 949	SO
Educating ESL Students for Citizenship in a Democratic Society	ED 377 138	SO
Education on the U.S. Constitution	ED 285 801	SO

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	ED Number	(CH)
Essential Elements of Cooperative Learning in the Classroom, The	ED 370 881	SO
Essentials of Law-Related Education	SO 025 722	SO
Finding What You Need in ERIC	ED 253 459	SO
Geography in History: A Necessary Connection in the School Curriculum	ED 360 220	SO
Heritage Education in the Social Studies	ED 300 336	SO
High School Government Textbooks	ED 301 532	SO
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	SO
Ideas for Integrating Japan into the Curriculum	ED 377 121	SO
Implementing Effective LRE Programs	ED 233 928	SO
Improvement in Geography Education	ED 264 164	SO
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	SO
Improving Writing Skills Through Social Studies	ED 285 829	SO
Integrating Writing and Social Studies, K-6	ED 232 902	SO
Growing Role of Japan in International Politics and Economics, The	ED 365 562	SO/JS
Japan's Relations With its Asian Neighbors	ED 365 564	SO/JS
Japanese Education	ED 359 086	SO/JS
Japanese-U.S. Economic Relations	ED 365 563	SO/JS
Labor Studies in the Curriculum	ED 309 132	SO
Latin American Studies	ED 264 161	SO
Law-Related Education in Elementary and Secondary Schools	ED 296 948	SO
Leadership	ED 268 063	SO
Leadership in Civic Education	ED 351 270	SO
Library Censorship	ED 264 165	SO
Linking Law-Related Education To Reducing Violence By and Against Youth	ED 387 431	SO
Mediation in the Schools	ED 378 108	SO
Microcomputer Software and the Social Studies	ED 232 913	SO
National Geography Content Standards, The	ED 381 480	SO
National Security in the Curriculum	ED 307 222	SO
National Standards for Civics and Government	ED 380 401	SO
Nature of Economic Literacy	ED 284 823	SO
Nature of Geographic Literacy, The	ED 277 601	SO
Oral History in the Teaching of U.S. History	New Digest	SO
Peace and Nuclear War	ED 264 163	SO
Post-Modernism, Art Educators, and Art Education	ED 348 328	SO
Recent Trends in Global/International Education	ED 373 021	SO
Religion in the Social Studies Curriculum	ED 363 553	SO
Remember Our Faces—Teaching About the Holocaust	ED 345 990	SO
Remember the Ladies—Women in the Curriculum	ED 319 652	SO
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	SO
Saving Money on Printing and Reproduction	ED 233 924	SO
Science/Technology/Society in the Social Studies	ED 298 073	SO
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	SO
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	SO
Social Studies and a "Nation at Risk", The	ED 253 464	SO
Social Studies and the Disabled Reader	ED 322 080	SO
Social Studies Curriculum Reform Reports	ED 322 021	SO
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	SO
Social Studies Research: Theory Into Practice	ED 268 064	SO
Strengthening High School World Studies Courses	ED 264 166	SO
Student Achievement in Core Subjects of the School Curriculum	ED 332 930	SO
Teacher and Academic Freedom, The	ED 233 925	SO
Teaching About Africa	ED 278 602	SO
Teaching About Australia	ED 319 651	SO
Teaching About Canada	ED 291 666	SO
Teaching About China	ED 327 454	SO
Teaching About Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina	ED 377 139	SO
Teaching About Controversial Issues	ED 253 461	SO
Teaching About Ethnic Diversity	ED 273 539	SO

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Teaching About Global Issues	ED 233 926	SO
Teaching About India	ED 304 397	SO
Teaching About Inner Asia	ED 305 325	SO
Teaching About Japan	ED 282 796	SO
Teaching About Landmark Dissents in United States Supreme Court Cases	ED 379 205	SO
Teaching About Religion in the Social Studies	ED 298 072	SO
Teaching About the Built Environment	ED 322 022	SO
Teaching About the Constitutional Rights of Students	ED 348 320	SO
Teaching About the Fourth Amendment's Protection Against Unreasonable Searches and Seizures	ED 363 526	SO
Teaching About the Pacific Rim	ED 296 913	SO
Teaching About the Soviet Union	ED 286 818	SO
Teaching About the Two Koreas	ED 339 672	SO
Teaching About the United States Constitution	ED 253 463	SO
Teaching About the Voyages of Columbus	ED 348 317	SO
Teaching About Western Europe	ED 322 023	SO
Teaching and Learning Economics	ED 304 396	SO
Teaching Art From a Global Perspective	ED 329 490	SO
Teaching Democracy in East Central Europe: The Case of Poland	ED 377 120	SO
Teaching Foreign Policy in the Post-Cold War Era	ED 363 569	SO
Teaching Geography at School and Home	ED 335 284	SO
Teaching Geography in the Elementary School	ED 309 133	SO
Teaching History in the Elementary School	ED 293 784	SO
Teaching the 20th-Century History of the United States	ED 335 283	SO
Teaching the Bill of Rights	ED 298 076	SO
Teaching the Federalist Papers	ED 292 740	SO
Teaching the Law Using United States Supreme Court Cases	ED 339 673	SO
Teaching the Responsibilities of Citizenship	ED 332 929	SO
Teaching with Historic Places	ED 363 568	SO
Trends in K-12 Social Studies	ED 351 278	SO
Using Data Bases in Social Studies	ED 233 927	SO
Using Literature to Teach Geography in High Schools	New Digest	SO
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom	ED 370 885	SO
World History in the Secondary School Curriculum	ED 309 134	SO
World War II in the Curriculum	ED 348 319	SO

SP

Accreditation	ED 273 608	SP
Adolescents and AIDS	ED 319 742	SP
Aerobic Dance and Exercise Program	No ED#	SP
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	SP
AIDS: Are Children at Risk?	ED 279 643	SP
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	SP
Alternative Career Paths in Physical Education: Sport Management	ED 362 505	SP
Alternative Certification for Teachers	ED 266 137	SP
Alternative Teacher Certification—An Update	ED 351 312	SP
Assessment for National Teacher Certification	ED 316 545	SP
Assessment Tools for Adapted and Regular Physical Education	ED 297 001	SP
Careers in Commercial and Private Recreation	ED 248 238	SP
Case for Physical Education, The	ED 248 240	SP
Childhood Obesity	ED 328 556	SP
Classroom Teacher as Teacher Educator	ED 335 297	SP
Coaching Certification	ED 310 112	SP
Competency Assessment in Teacher Education (August 1981)	No ED#	SP
Competency Assessment in Teacher Education (June 1984)	No ED#	SP
Components of Good Teacher Induction Programs	ED 269 407	SP

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Comprehensive School Health Education	ED 351 335	SP
Considerations in Teaching Culturally Diverse Children	ED 341 648	SP
Contemporary Censorship	No ED#	SP
Critical Thinking Skills and Teacher Education	ED 297 003	SP
Culturally Responsive Curriculum	ED 370 936	SP
Current Developments in Teacher Induction Programs	ED 269 406	SP
Data Needs on Teacher Supply and Demand	ED 269 408	SP
Demand and Supply of Minority Teachers	ED 316 546	SP
Developing Teachers' Leadership Skills	ED 330 691	SP
Drug Abuse: Prevention Strategies for Schools	ED 279 644	SP
Drug and Alcohol Prevention Education	ED 330 675	SP
Effects of Corporate Involvement in Education, The	ED 248 242	SP
Emergency Teacher Certification	ED 248 244	SP
ERIC as a Resource for the Teacher Researcher	ED 381 530	SP
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	SP
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Exercise Adherence	ED 330 676	SP
Health Education: Classroom and Program Resources	No ED#	SP
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Influence of Reform on Inservice Teacher Education, The	ED 322 147	SP
Institutionalization of Planned Change in Schools, The	No ED#	SP
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Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	SP
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Teacher as Decision Maker, The (June 1983)	ED 248 239	SP
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	SP
Teacher Centers and Higher Education	No ED#	SP
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Teacher Education in Global and International Education	ED 384 601	SP
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Authentic Mathematics Assessment	ED 354 245	TM
Authentic Reading Assessment	ED 328 607	TM
Authentic Writing Assessment	ED 328 606	TM
Basic Item Analysis for Multiple-Choice Tests	TM 024 737	TM
Case Against a National Test, The	ED 338 703	TM
Case for Authentic Assessment, The	ED 328 611	TM
Case for Validity Generalization, The	ED 338 699	TM
Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	TM
Citing ERIC Materials	No ED#	TM
Coaching for Tests	ED 286 939	TM
Communicating Scholastic Success	ED 315 424	TM
Computer-Assisted Test Construction	No ED#	TM
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Educational Measurement Productivity	No ED#	TM
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International Association for the Evaluation of Educational Achievement, The	ED 328 604	TM
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Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	TM
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